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ERIC

research in education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution
Accession numbers

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SPECIAL ANNOUNCEMENTS

Resumes from the new ERIC Clearinghouse in Career Education appear for the first time in this issue of *Research in Education* (RIE). The prefix used for this clearinghouse is "CE" and it heads the alphabetical listings in the Resume and Cross Reference Index Sections. (See Table of Contents). The ERIC Clearinghouses on Adult Education and Vocational and Technical Information were discontinued as of November 30, 1973, however, the subject areas they covered have been absorbed by the scope of the Career Education Clearinghouse.

Beginning with the April issue, input from another new clearinghouse, to be called Information Resources, will appear for the first time. Information Resources, prefix "IR", represents the merged scopes of the Clearinghouses on Library and Information Sciences and Educational Media and Technology, both of which were discontinued as of December 31, 1973.

The addresses of the two new clearinghouses are listed on the inside of the back cover of this issue.

Volume 9 Number 1 January 1974

Research in Education

ED 080 788–081 894

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

ED 013 371 **64** **AA 000 223**
Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Sacramento State Coll., Calif.
Spons Agency—USOE Bur. of Research
Report No.—NDEA-VIIB-449
Pub Date—15 Apr 66
Contract—OEC-4-16-023
Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.
Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 ($2.95)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. (AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers — additional identifying terms not found in the **Thesaurus of ERIC Descriptors.**

Informative Abstract.

Abstractor's initials.

***The key to these codes is as follows:**

Code	*Description*
08	Adult and Vocational Education, Public Law 88–210
16	Captioned Films for the Deaf, Public Law 85–905
24	Cooperative Research, Public Law 89–10, Title IV
32	Disadvantaged Students Program, Public Law 89–10, Title I
40	Handicapped Children and Youth, Public Law 88–164
48	Language Development, Public Law 85–864, Title VI
52	Library Research and Development, Public Law 89–320, Title II, Part B
56	New Educational Media, Public Law 85–864, Title VII, Part A
64	New Education Media, Public Law 85–864, Title VII, Part B
72	Research in Foreign Countries, Public Law 83–480
80	State Educational Agencies Experimental Activities, Public Law 89–10, Title V. Section 505
88	Supplementary Centers and Services, Public Law 88–10, Title III
95	Other Office of Education Programs

Document Résumés

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and prefixes follow in the order they and their entries appear in this section:

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CE

ED 080 788 CE 000 001

Unit Record Equipment-Basic (Course Outline), Data Processing Technology: 8025.14.

Dade County Public Schools, Miami, Fla.

Pub Date Mar 73

Note—13p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum Guides, *Data Processing, *Electronic Data Processing, Information Systems, Secondary Education, Technology, *Vocational Education

Identifiers—*Quinmester Program, Unit Record Equipment

This outline provides a guide for the instructor of unit record equipment at the tenth, eleventh, and twelfth grade levels. The first week is spent reviewing punched card principles, and the remaining hours are devoted to learning the purpose, operation, and principles of control panel wiring for the interpreter, reproducing punch, accounting machine, verifier, calculator, sorter, and collator. Suggestions for teaching methods, class time required, bibliography, and a sample post test complete the outline. (AG)

ED 080 789 CE 000 002

Care of the Nails (Course Outline) Cosmetology 2: 9207.01.

Dade County Public Schools, Miami, Fla.

Pub Date Mar 73

Note—37p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Objectives, Chemistry, *Cosmetology, *Curriculum Guides, Health Programs, Skilled Occupations, *Vocational Education

Identifiers—Manicuring, Pedicuring, *Quinmester Program

An outline of the materials, equipment, and implements used for manicuring and pedicuring is presented in this course program. A guide to the services in the cosmetology field is laid out in a number of time blocks which cover: the Fingernails (3 hours), Manicure Supplies (2 hours), Manicure Techniques (20 hours), Pedicuring (5 hours), Basic Principles of Chemistry (5 hours), Shampoo And Its Chemistry (10 hours), Chemistry of Curling and Waving Hair (25 hours), Chemistry of Chemical Hair Relaxers (10 hours), The Chemistry of Hair Color (15 hours), and the Development of Manipulative Skills (35 hours). Contained within each time block is an outline of the subject material to be covered as well as a list of the behavioral objectives to be attained by the student. There is a twelve-page Post Test Sample with answer sheet and a twelve-item bibliography including periodicals and reference texts. (KP)

ED 080 790 CE 000 003

Stromsdorfer, Ernst W.

An Economic Analysis of the Work Experience and Career Exploration Program: 1971-1972 School Year. Final Report.

Indiana Univ., Bloomington. Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-82-18-71-29-2

Pub Date Aug 73

Note—248p.

Available from—National Technical Information Service, Springfield, Va. 22151

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Activity Learning, Career Choice, Cooperative Education, *Dropout Attitudes, Dropout Prevention, Dropout Research, Job Satisfaction, Job Training, Labor Force, *Occupational Choice, *School Holding Power, *Secondary Education, Truancy, Vocational Development, *Work Experience Programs, Work Study Programs

Identifiers—WECEP, Work Experience Career Exploration Program

The educational performance of 690 14 and 15 year old dropout prone students given limited labor market experience was evaluated in a nationwide study. The students worked 28 hours per week during the 1971-72 school year, which was found to be excessive. Working increased grade point averages up to a point, after which favorable impact declined or became negative. The extent of career exploration experienced and its implications for longrun labor market prospects could not be discerned from the results of the study. The control group did not come from the same population as the program students. Nonresponse bias also makes the impact of the program unclear. A broader extension among the population of students to be served is recommended. Approximately one half of the document is devoted to appendixes covering data forms, questionnaires, child labor regulations, and survey analysis tables. (MS)

ED 080 791 CE 000 004

Career Study Center: A Formative Evaluation.

Center for New Schools, Inc., Chicago, Ill.

Spons Agency—Saint Paul Public Schools, Minn. Career Study Center.

Pub Date Jun 71

Note—75p.; A report prepared for the Staff and Students of the Career Study Center, St. Paul Public Schools, St. Paul, Minnesota

Available from—Center for New Schools, 431 S. Dearborn, Suite 1527, Chicago, Ill. 60605 ($2.25)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attendance, Experimental Programs, *Experimental Schools, Interviews, Parent Attitudes, *Secondary Education, *Student Attitudes, Student Behavior, Surveys, *Teacher Attitudes, Teacher Guidance

Identifiers—Minnesota, Saint Paul Public Schools

An evaluative study was made for the staff and students at Career Study Center (CSC) to provide them with information for the program's future development. Staff, students, and parents were randomly selected and interviewed and the results summarized. Students feel CSC is significantly different and better than previously attended schools; there is more freedom and closer relationships with teachers; their basic skills, attendance, and understanding are improving. The teachers assess their CSC responsibilities as first relating closely with students, then helping them become independent. They disagree on how flexible behavior limits should be. Parents describe their children's previous school difficulties and report positive changes since attending CSC although they know little about the program. The three appendixes include student, teacher, and parent interview questions and responses. (MS)

ED 080 792 CE 000 005

Equal Employment Opportunity Report. 1969; Job Patterns of Minorities and Women in Private Industry. 1969. Volume I, The Nation, States, Industries. Volume II, Metropolitan Areas.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date 71

Note—1645p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO5215-0018 $11.00 per set of two parts, sold in sets only)

EDRS Price MF-$0.65 HC-$55.93

Descriptors—Blue Collar Occupations, Employment Patterns, *Females, Industry, *Minority Groups, Sex Differences, *Statistical Data, Tables (Data), White Collar Occupations

Identifiers—*Private Industry

The statistical tables presented here summarize selected portions of the information supplied to the Equal Employment Opportunities Commission through the EEO-1 reporting system, using Standard Form 100, a copy of which is appended.

The coverage and limitations of the survey are described, together with a list of industries and a list of standard metropolitan statistical areas. The first table shows minority group employment by occupation, sex, and state, together with national totals, the second by industry, occupations, and sex for selected states, and the third by occupation and sex for selected industries and standard metropolitan areas. In all tables the occupations are broken down into total employment, white collar occupations (five categories plus total white collar employment), blue collar occupations (three categories plus total blue collar employment), and service workers. Occupational distributions and participation rates are also shown on all tables. (SA)

ED 080 793 CE 000 006

McMahon, Walter W. Wagner, Alan P.

A Study of the College Investment Decision; Responses, with Comparisons to the Characteristics of Other Recent Microeconomic Surveys. Project Report 1.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No—ACT-RR-59

Pub Date Jul 73

Note—40p.

Available from—Publication and Information Services Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 ($1.00)

Document Not Available from EDRS.

Descriptors—*Academic Aspiration, College Admission, College Bound Students, *College Choice, *Decision Making, Educational Economics, Educational Finance, Educational Research, *Financial Needs, Financial Support, *Occupational Aspiration, Parental Aspiration, Socioeconomic Status

Identifiers—*College Investment Decision Study

The purpose of this ongoing project is to provide financial aid administrators with a description of the College Investment Decision Study, while placing it in perspective in relation to the objectives of other recent microeconomic surveys: Project Talent, National Longitudinal Study, Thorndike-NBER Panel, PSAT Study, SCOPE Study, and Growth Study. Expected earnings, aspirations, expenses at college, family income and assets, and college choice are among the topics explored. Comparison of key characteristics of the U.S. population with those of the six other surveys and the 2,693 students studied is presented in table form. The Family Financial Statement and questionnaire are included. Appendixes cover: student and family demographic data; aspirations, plans, and expectations; college institutional data; student expenditures at college; sources of funds; family income and assets; and family medical information. (MS)

ED 080 794 CE 000 007

Bisconti, Ann S. Astin, Helen S.

Undergraduate and Graduate Study in Scientific Fields.

American Council on Education, Washington, D.C. Office of Research.

Pub Date Aug 73

Note—110p.; American Council on Education Research Reports; v8 n3 Aug 1973

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Academic Achievement, *Academic Aspiration, Academic Performance, Biological Sciences, Educational Finance, Engineering Education, Fellowships, Graduate Study, *Longitudinal Studies, Mathematics Education, Physical Sciences, Research Methodology, *School Surveys, *Sciences, Sex Differences, Social Sciences, Student Attitudes, Undergraduate Study

This nationwide survey statistically documents the academic aspirations and achievements of students entering 248 institutions of higher learning in 1961. A second group of students entering in 1966 were chosen for comparison. The major portion of the study is devoted to statistical tables compiling the results of questionnaires completed by the 50,000 students. An explanation of the sampling design and weighting procedures is included. Findings in undergraduate study programs, degree attainment, patterns of undergraduate attrition and baccalaureate completion, advanced study enrollment from undergraduate fields, patterns of entry into graduate fields, progress in graduate school, rates of graduate degree completion, degree aspirations, financing graduate education, and a summary profile of the students' current activities comprise the specific areas of analysis. The tables are analyzed to determine how students in the field of science (physical sciences, engineering, mathematics, life sciences, and social sciences) compare to students in nonscientific fields. Tables are frequently subdivided according to the sex of the students. A list of nine references, a copy of the questionnaire, and a table further subdividing the major fields of study completes the document. For previous surveys, see Astin and Panos, 1969. (AG)

ED 080 795 CE 000 008

Bridge Inspector's Training Manual.

Federal Highway Administration (DOT), Washington, D.C. Bureau of Public Roads.

Pub Date 72

Note—241p.; Corrected Reprint 1971

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 19720-930, $2.50)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Building Trades, Civil Engineering, Component Building Systems, *Construction (Process), *Curriculum Guides, Equipment, *Inspection, *Job Training, *Manuals, Skilled Occupations, Vocational Education

Identifiers—*Bridge Inspectors

A guide for the instruction of bridge inspectors is provided in this manual as well as instructions for conducting and reporting on a bridge inspection. The chapters outline the qualifications necessary to become a bridge inspector. The subject areas covered are: The Bridge Inspector, Bridge Structures, Bridge Inspection Reporting System, Inspection Procedures, Bridge Component Inspection Guidance, and Reports and Recommendations. The duties of an inspector and the requirements for his training are laid out in chapters one through four. Chapter five covers the construction and design aspects of bridges together with the explanation of mechanical principles. The nature and theory of bridge construction occupies approximately two thirds of the manual. The rest of the manual covers the inspection field book, inspection equipment, foundation movements and effects on bridges, the nature of underwater inspections, and structural bridge deficiencies. There are extensive diagrams, photographs, a glossary of bridge engineering and inspection terms, and a 62-item bibliography. (KP)

ED 080 796 CE 000 009

MacBain, Z. E.

Affirmative Action Training Program for Firemen.

California Univ., Livermore. Lawrence Radiation Lab.

Pub Date 7 Mar 73

Note—19p.; Submitted to Fire Department Instructions Conference, Kansas City, Missouri, March 27-30, 1973

Available from—National Technical Information Service, Springfield, Va. 22151 (UCLR-74605, MF $1.45, HC $3.00)

Document Not Available from EDRS.

Descriptors—Fire Fighters, *Fire Science Education, *Minority Groups, *On the Job Training, Program Administration, Training Techniques

Identifiers—Affirmative Action Training Program

This paper summarizes the "Affirmative Action" training of unskilled minorities for jobs as firemen. The various training approaches undertaken are discussed; some were more successful than others. Hopefully, the information provided in this report can be used by other fire departments as a basis for developing their own minority "Affirmative Action" training program. (NTIS)

ED 080 797 CE 000 010

Williams, C. A.

The Relationship of Staff Development to Personnel Management.

Pub Date 21 Mar 73

Note—11p.; Speech given at Comprehensive Personnel Management Conference, Panama City, Florida, March 21, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, Extension Education, *Personnel Management, *Staff Role

Staff development, one of the nine main functions in personnel management, is not an isolated function. Administrators with whom the ultimate responsibility for personnel management rests, determine the extent to which the personnel and staff development specialists can be utilized. The staff development specialist has three major roles, as identified by Leonard Nadler in "Developing Human Resources": learning specialist, consultant, and administrator. While these roles are largely the same for the personnel specialists responsible for the other personnel management functions, subroles may vary and competencies are necessarily different. Conditions in an organization important in developing effective training programs include several mentions of personnel, programs, and budget. An added condition is a strong, continuous, and well-defined working relationship existing between live managers and staff people responsible for personnel management functions. (SC)

ED 080 798 CE 000 011

McKinnerney, Beryl Clark, Donald L.

Marine Occupations in the Texas Coastal Zone.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No—TAMU-SG-73-606

Pub Date Jul 73

Note—80p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, Employment Opportunities, High School Curriculum, *Job Analysis, Manpower Needs, Occupational Guidance, *Occupational Information, *Occupational Surveys, Occupations, Technical Education

Identifiers—*Marine Occupations, Texas

Marine career information is provided, intended for use by high school students, counselors, teachers, and curriculum developers. Material was gathered from a review of occupational publications, including extended use of the "Dictionary of Occupational Titles" (D.O.T.), and from interviews of persons employed in marine occupations in Texas. Marine industries discussed are fish and foods, harbor maintenance and activities, marine recreation and tourism, merchant marine, petroleum, research and development, and shipbuilding and repair. Each industrial group is discussed generally, pertinent specific information is given (such as education, eligibility, employment outlook), and occupations are listed at length and described, largely from the D.O.T. (SC)

ED 080 799 CE 000 012

Senters, Jo

Doctors of Osteopathy Licensed in Washington.

Washington State Dept. of Social and Health Services, Olympia. Health Manpower Project.

Pub Date Sep 70

Note—39p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, *Certification, *Employment Patterns, *Employment Statistics, Medical Education, *Occupational Surveys, State Surveys

Identifiers—Osteopathy, *Washington State

Based on information gathered by the Health Manpower Project through a survey cosponsored with the Washington Osteopathic Medical Association, this report begins with a statement of philosophy of osteopathic medicine and proceeds to comment on where such professional education is available. Remarks on the type of educational background of the students entering in 1968 and their areas of academic emphasis are followed by an explanation of the licensing regulations in this field in Washington. The author provides a summary of the data and an explanation of the study design. The main portion of the study is devoted to tables concerning patterns in employment, education, continuing education, and licensure of osteopaths residing in Washington. There is included a three-item bibliography and two appendixes--one, a sample questionnaire, and the other, selected data tables. (AG)

ED 080 800 CE 000 013

Wong, John C., Ed.

Handbook on Schools of Health-Related Professions in Kansas.

Pub Date 71

Note—444p.

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Certification, Directories, Educational Programs, *Health Occupations, *Health

Occupations Education, *Hospital Personnel, *Medical Education, Medical Schools, Professional Associations, Schools, State Surveys
Identifiers—*Kansas
The first 40 pages contain lists of health and hospital occupations, professional health organizations in Kansas, national health professional organizations, educational institutions in the State of Kansas, general hospitals in Kansas, and licensing boards for health professions in Kansas. Where applicable, names of officers, mailing addresses, and some phone numbers are provided. The major portion of the remainder of the handbook provides an introduction to health professions. Each section contains a description of the occupation, comments on the types of position available in that field, and concludes with remarks on the level of education necessary. The second part of this section lists programs for health and hospital occupations available in Kansas. If such training is not available in Kansas, institutions in other states are cited. The type of program, institution name, address, affiliation, tuition, and similar items of interest are listed for each occupation. The handbook also includes information on requirements for certification in the various fields. In concludes with a thirteen-page index on schools of health-related professions in Kansas. No index to the contents is available. (AG)

ED 080 801 CE 000 014
Wong, John C., Ed.
Counseling Manual on Health Careers in State of Missouri.
Spons Agency—Missouri Council on Health Careers, Jefferson City.; Missouri Regional Medical Program, Columbia.; Missouri State Div. of Health, Jefferson City.
Pub Date Jan 70
Note—321p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Anesthesiology, Certification, Dentistry, Directories, Health Occupations, *Health Occupations Education, *Health Personnel, *Hospital Personnel, Information Sources, Inhalation Therapists, Medical Record Technicians, Medical Technologists, Medicine, Nursing, Pharmacists, Professional Occupations
Identifiers—*Missouri
The manual contains listings of health and hospital occupations, state and national health organizations, Missouri colleges and universities, Missouri licensing boards of health professions, and training programs for health occupations in Missouri. This last section, comprising 288 pages, covers health administration, public health, anesthesia, chiropractic, cytotechnology, dentistry, dental assisting, dental hygiene, dietetics, inhalation therapy, medicine, medical assisting and records, laboratory technology, nursing, occupational therapy, operating room technology, optometry, osteopathy, pharmacy, podiatry, practical nursing, prosthetics and orthotics, clinical psychology, radiologic technology, environmental sanitation, social work, speech and hearing, and veterinary medicine. Requirements for certification in the various fields are given. Information for specific programs, in Missouri and elsewhere, includes the name and address of the institution, duration of program, prerequisites, student capacity, tuition, financial assistance, degree or certificate granted, accreditation, and examining boards. There is no alphabetical index. (MS)

ED 080 802 CE 000 015
Nursing in Virginia.
Virginia State Council of Higher Education, Richmond.
Pub Date May 69
Note—95p.; Final Report of the Governor's Committee on Nursing
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Finance, Followup Studies, *Health Services, *Manpower Needs, Medical Education, *Nurses, *Nursing, Personnel Selection, Professional Training, Recruitment, State Surveys, Work Environment
Identifiers—*Virginia
Prefacing its comments with an explanatory note concerning the reason for its organization, purpose, and procedure, the Committee utilizes half its report statistically documenting various factors in nursing practice and nursing education in Virginia. The statistics are based on a study, "-Nursing and Health Care in Virginia", by Thomas C. Barker and Benjamin T. Cullen and reveal a nursing shortage in that state. The second half of the report consists of the recommendations suggested by the Committee in the areas of practice in nursing, working environment of nurses, recruitment, selection and retention of nursing students, education of nurses, cooperation and coordination in planning and delivery of health services, and financial support for nursing education and nursing practice. Two appendixes geographically locating Virginia cities and counties by region completes the report. For previous studies see "A Report of Progress, Dec., 1967" and "Future Patterns of Health Care with Emphasis on Utilization of Nursing Personnel", 1968. (AG)

ED 080 803 CE 000 016
A Guide to Health Manpower Resources--1970.
Washington State Dept. of Social and Health Services, Olympia.; Washington State Planning and Community Affairs Agency, Olympia.
Spons Agency—Community Health Service (DHEW/PHS), Bethesda, Md.; National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.
Pub Date May 71
Note—182p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Health Occupations, *Health Occupations Education, *Health Personnel, Medical Education, *Occupational Information, State Surveys, Statistical Data
Identifiers—*Washington State
The stated objective of this guide is to provide a quantitative description of the current supply of health manpower in the State of Washington. To do so, two methods of data collecting are used, with explanations for each. Precautions for interpreting their data are noted. The major portion (152 of 180 pages) of the guide lists information on licensing regulations, professional functions, and educational prerequisites, and tabulated quantitative data for these occupations: chiropractors, dental hygienists, dentists, dietitians and nutritionists, dispensing opticians, drugless therapeutics, licensed practical nurses, nursing home administrators, optometry, doctors of osteopathy, pharmacists, physical therapists, physician-surgeons, podiatrists, psychologists, registered nurses, sanipractors, sanitarians, and veterinarians. A brief bibliography is provided for each category. The guide concludes with a thirteen page section providing information concerning the types and location of health programs available in Washington. (AG)

ED 080 804 CE 000 017
Operation MEDIHC in Texas; Military Experience Directed into Health Careers. March 1970--June 1971. Final Report.
Texas Univ., Houston. School of Public Health.
Spons Agency—Community Health Service (DHEW/PHS), Bethesda, Md.
Pub Date 71
Note—102p.; Reprinted by National Institutes of Health (DHEW), Bethesda, Maryland
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Adult Counseling, *Health Personnel, Manpower Needs, Manpower Utilization, *Military Personnel, Occupational Guidance, *Retraining, *Veterans, Vocational Counseling
Identifiers—MEDIHC, *Texas Project MEDIHC
The purpose of the project was to develop and establish a counseling and vocational guidance service to assist military health personnel in the transition to civilian health programs, and in so doing, establish procedures and guidelines adaptable to other MEDIHC offices in other states. Recognizing that five percent of the discharged Armed Forces Medical Services personnel are separated at bases in Texas, the institution contracted with the Governor's Office of Comprehensive Health Planning to devise ways to direct separatees into health careers, find employment for the fifteen percent already qualified in health occupations, expedite and maximize enrollment of those seeking further training, and after analyzing Texas health manpower shortages, to recommend solutions to this problem. The objectives were met to the satisfaction of the project officer of the contract and to the project staff by dividing the work into five areas: contact of separatees, counseling and vocational guidance, entry into jobs and/or training programs, followup of separatee status, and program evaluation. 891 applications were received in the time reported. Recommendations were made in three areas. (Correspondence, tables, outlines, and application forms are included.) (AG)

ED 080 805 CE 000 018
Research in Nursing, 1969-1972, Research Grants; Projects Supported with Funds Administered by the Division of Nursing.
National Institutes of Health (DHEW), Bethesda, Md. Div. of Nursing.
Report No—DHEW-Pub-NIH-73-489
Pub Date 73
Note—33p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (DHEW Publication No. NIH73-489, $.35)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Health, Health Occupations Education, Hygiene, *Nursing, *Researchers, *Research Reviews (Publications), Vocational Education
This publication which is a supplement to "Research in Nursing: 1955-1968, Research Grants", lists and briefly describes research projects funded by the Division of Nursing during the years 1969 through 1972. For each project, the following information is provided: title; grant number; names and addresses of investigators; period of support; brief description of project; and whenever possible, a chronological list of citations to publications which resulted from the research. Research projects entered in this publication are grouped in three sections: Organization, distribution, and delivery of nursing services (25 projects); Recruitment, selection, education and characteristics of the nurse supply (twelve projects); and Research development (including conferences, development of research tools, and faculty development.) (Sixteen projects.) A Subject Index and a Project Personnel Index are included. (KP)

ED 080 806 CE 000 019
Flight Test Guide (Part 61 Revised); Private Pilot Airplane.
Federal Aviation Agency (DOT), Washington, D.C. Flight Standards Service.
Pub Date 73
Note—48p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock no. 5011-00063, $.45 domestic postpaid, $.30 GPO Bookstore)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aircraft Pilots, *Certification, Performance Criteria, *Performance Specifications, Skills, *Testing
This guide provides an outline of the skills required to pass the flight test for a Private Pilot Certificate with Airplane Rating under part 61 (revised) of Federal Aviation Regulations. General procedures for flight tests are described and the following pilot operations outlined: preflight operations, airport and traffic pattern operations, flight maneuvering by reference to ground objects, flight at critically low speeds, takeoffs and landings, maneuvering by reference to instruments, cross country flying, maximum performance takeoffs and landings, night flying - night VFR navigation, and emergency operations. Under each heading the objective, procedures and maneuvers are outlined, followed by descriptions and acceptable performance guidelines for each item. The guide is intended to aid both applicant and instructor and assist FAA inspectors and designated pilot examiners in the conduct and standardization of flight tests. (SA)

ED 080 807 CE 000 020
Inactive Health Personnel Project in New Hampshire. Final Report.
New Hampshire Health Careers Council, Concord.
Spons Agency—Public Health Service (DHEW), Arlington, Va. Bureau of Health Manpower.
Report No—PH-108-67-258
Pub Date Nov 69
Note—95p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Dental Assistants, Dental Hygienists, Health Occupations, Health Occupations Education, *Health Personnel, Medical Technologists, *Nurses, *Nursing, Occupational Therapists, Paramedical Occupations, *Refresher Courses, Televised Instruction, *Vocational Retraining
Identifiers—*New Hampshire, Return to Nursing
With the goal of more efficient utilization of existing health manpowers in New Hampshire, data were gathered on inactive medical person-

nel, and the feasibility of various methods of refresher training was explored. Because of New Hampshire's intrinsic characteristics of climate and scattered population and the scarcity of qualified instructors, plans have been made to broadcast on educational television a fifteen part series, "Return to Nursing," developed at Russell Sage College. This will be followed by a concentrated period of clinical experience for nurses. Funding is being sought. The need for reactivating auxiliary dental personnel was assessed by surveying dentists, dental hygienists, and dental assistants. It is felt that refresher training will best be accomplished on-the-job or through the school for Dental Hygienists to be opened soon. Programs for reactivation of medical technologists and occupational therapists were found to be unnecessary. Many potential health workers cite inadequate salaries, inappropriate benefits, and frustrating working conditions as reasons for finding other employment. The appendixes contain copies of form letters and questionnaires used in this study. (MS)

ED 080 808 CE 000 021

Occupational Health Manual.

Naval Medical Training Inst., Bethesda, Md.

Pub Date 72

Note—211p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 0845-00014, $5.85)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Administrator Guides, Armed Forces, Clinics, Health Facilities, *Health Services, *Medical Education, *Professional Training, Textbooks

Identifiers—Naval Medical Training Institute, *Occupational Health

This manual is designed to be used for "Administrative Aspects of Occupational Medicine," one of two officer correspondence courses offered by the Naval Medical Training Institute. Part one comprises guidelines for setting up occupational health clinics, covering the areas of staffing, layout, equipment, other services, and records maintenance. Part two covers clinic routine and staff responsibilities; part three describes standing orders for nursing staff; part four contains samples of the Bureau of Employees' Compensation standard form, the Civil Service Commission forms, and others most likely to be used in occupational health programs. The firnal section provides selected references in the field, a reference list of official publications, selections from the Federal Personnel Manual, a list of national organizations concerned with occupational health, and an index. The orientation of the manual is toward those working in military installations but it could be used by anyone setting up an occupational health clinic. (SA)

ED 080 809 CE 000 022

Ford, Amasa B. Ransohoff, David F.

The Contribution of Non-Physician Health Workers to the Delivery of Primary Care.

Spons Agency—Ohio State Dept. of Health, Columbus. Office of Comprehensive Health Planning.

Pub Date Jan 71

Note—87p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Health Services, Dental Assistants, Dental Hygienists, Dental Technicians, *Health Occupations, *Health Occupations Education, Health Personnel, Health Services, Medical Assistants, Medical Technologists, Mental Health Programs, Nurses, *Paramedical Occupations, Physicians Assistants

Identifiers—*Ohio

Innovative solutions in training or retraining of health workers to meet the nationwide primary care deficiency are summarized. Programs described concern nurse clinicians, practitioners, and midwives; physicians' assistants; medical assistants, laboratory technicians, and secretaries; dental assistants, hygienists, and laboratory technicians; community health aides; and mental health workers. New patterns of health care delivery such as group practice and health centers are assessed for their impact on health workers, the public, and health occupations education. Obstacles to further participation of nonphysician workers in primary care are lack of money for training programs, conservatism or opposition by professional organizations and educational institutions, licensure laws, and the lack of a general structure of health care delivery. Appendixes tabulate active and planned programs for registered nurses and physicians' assistants and community health aide programs. A ten-page supplement identifies existing programs and licensing in Ohio and makes recommendations. A 170-item bibliography is included. (MS)

ED 080 810 CE 000 023

A Plan of Action for Selected Health Manpower; A Supplementary Manpower Report to Alabama Comprehensive Health Planning.

Alabama State Dept. of Public Health, Montgomery. Comprehensive Health Planning Administration.

Pub Date Jul 71

Note—100p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Dentists, Health Facilities, *Health Occupations, Health Occupations Education, *Health Personnel, *Hospital Personnel, Medical Education, Medical Laboratory Assistants, Nurses, Optometrists, Pharmacists, Physical Therapists, Physicians, Physicians Assistants, Radiologic Technologists, *Statewide Planning

Identifiers—*Alabama

Fourteen categories of manpower, comprising 75 percent of the total health work force requiring formal training of six months or more in Alabama, are studied in this preliminary report. They are physicians, dentists, optometrists, pharmacists, medical technologists, certified laboratory assistants, sanitarians, medical records clerks, radiologic technologists, family practice physician assistants, nurse midwives, registered nurses, licensed practical nurses, and physical therapists. Manpower needs, supplies, and goals are tabulated for each category by Alabama county and district. Approved medical education programs in the state, with their student capacities and requirements, are listed for each occupation. A series of priorities and implementation responsibilities for the state as a whole and in each category has been drawn up. Several projects in innovative health manpower development are described. The appendix contains the number of hospital beds by county and district and tables of selected demographic data. A listing by district of vacant health manpower positions in hospitals is also given. (MS)

ED 080 811 CE 000 024

The Law and Health Personnel; A Study of Minnesota Law Related to Selected Health Manpower Categories.

American Rehabilitation Foundation, Minneapolis, Minn. Inst. for Interdisciplinary Studies.

Spons Agency—Minnesota State Planning Agency, St. Paul. Comprehensive Health Planning Program.

Pub Date Apr 70

Note—112p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Certification, Dental Hygienists, Dentists, *Health Personnel, *Laws, Nurses, Optometrists, Pharmacists, Physical Therapists, Physicians, Physicians Assistants, Psychologists, Public Health Laws

Identifiers—*Minnesota

This report surveys Minnesota laws relating to the use of health manpower. It presents a summary of Minnesota licensure laws as they apply to categories of health personnel and paramedical personnel currently unrecognized by the law. An analysis is also made of malpractice decisional law to examine whether such laws prohibit or inhibit optimal utilization of health personnel. Licensure laws have this effect by defining the limits of functions performed by licensed personnel and by proscribing the use of persons who are not licensed in a particular category. Medical malpractice law limits optimal utilization of personnel by exposing health care practitioners to possible liability if they deviate from laws, customs, and accepted standards of care. Alternative proposals for changes in the law are set forth that would permit more latitude in the use of health care personnel, if such a goal is deemed necessary. A 68-item bibliography is included. (Author/MS)

ED 080 812 CE 000 025

Apprenticeship Training in New Jersey.

Fairleigh Dickinson Univ., Rutherford, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton.; New Jersey State Dept. of Labor and Industry, Trenton.

Pub Date Jun 73

Note—102p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Apprenticeships, Labor Economics, *Labor Education, Labor Market, Minority Groups, On the Job Training, Sex Differences, Skilled Workers, State Surveys, *Trade and Industrial Education, Veterans, Vocational Education

Identifiers—*New Jersey

Apprenticeship is described from its earliest beginnings to the present, emphasizing relationships to unions, employers, and government. Apprenticeship training in New Jersey is treated separately, covering administration (statutory authority, historical foundations, systems of county coordinators, federal ties, and funding) and current trends (shown through comparison with other states, changes in minority participation, and economic factors). A survey of apprentices and apprenticeship programs in New Jersey was made through self-administered questionnaires and indepth interviews. Respondents were characterized by race, sex, age, union membership, veteran status, education, and career objectives. Apprenticeship programs were also analyzed. It was found that "conceptually, apprenticeship...combines the best features of existing manpower training programs including theoretical knowledge coupled with practical skills, a builtin paying job, a future, and the status of a skilled artisan, with better than average economic security." In spite of these advantages, apprenticeship programs in New Jersey and nationally are poorly financed, understaffed, and underutilized. Eleven recommendations for improving the situation are made. Twenty-five tables in the appendixes present the data and a 21-item selected bibliography is included. (MS)

ED 080 813 CE 000 026

Student - Counselor Health Careers Guidebook.

Mountain States Regional Medical Program, Great Falls, Mont. Montana Div.

Pub Date Sep 71

Note—145p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Career Choice, Directories, *Health Occupations Education, *Health Personnel, Occupational Guidance, *Paramedical Occupations, Vocational Counseling

Identifiers—*Montana

This reference handbook is designed to provide vocational counselors with background information on a wide range of occupations related to medicine. Nearly 60 careers are described with educational requirements, salaries, schools where training may be obtained, and sources of additional information. An address list of associations and a health careers filmography with sources are included. A 28-page section describes scholarships and loans available to potential health workers. Lists of Montana hospital administrators and directors of nursing, and of suggested resource persons by city are included. (MS)

ED 080 814 CE 000 027

The Training of Genito Urinary Technicians; A Feasibility Study.

Washington State Dept. of Social and Health Services, Olympia. Health Manpower Project.

Pub Date Jun 70

Note—24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Feasibility Studies, Health Occupations Education, *Medical Assistants, *Medical Education, State Surveys

Identifiers—Genito Urinary Technicians, Urology, *Washington State

Questionnaires were mailed to all (101) practicing urologists in Washington to determine the feasibility of training genito urinary technicians and the desirability of offering specific courses as a Health Manpower Project. This mailing was preceeded by exploratory personal interviews and pretest mailback questionnaires. From the 52 respondent's replies, it was concluded that a specific genito urinary technician program would be impractical. Instead of such specialized training, a more generalized training program enabling graduates to assist in one of several medical specialities was suggested. The respondents (according to the cited percentages) felt the following courses should be included if the more specific

program were instituted: anatomy (77%), physiology (67%), chemistry (33%), bacteriology (23%), other courses (37%). They also commented on the most important clinical, laboratory, and social skills related to urology. (The questionnaire is included.) (AG)

ED 080 815 CE 000 028
Hunter, Harold Wagner, Harold
Self-Paced Advanced Individual Training (AIT) and Duty Assignment Procedures.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—HumRRO-TR-73-14
Pub Date Jun 73
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Individualized Curriculum, *Individualized Instruction, *Individualized Programs, *Individual Study, *Military Personnel, *Military Training
Identifiers—Military Occupational Specialty Training, Public Law 51
A study was made to (a) describe how self-paced Military Occupational Specialty (MOS) training affects the Army assignment system; (b) identify ways the existing assignment system can accommodate individualized instruction; and (c) suggest modifications to the assignment system to provide better integration of self-paced training with assignment procedures. Information on self-paced systems in the Army, Navy, and Air Force and on assignment policies and procedures at the Department of the Army and at local training bases was collected, through interviews, correspondence, and examination of relevant documents. Relationships between self-paced systems and the assignment system were analyzed to identify points of accommodation. (Three appendixes are included.) (Author)

ED 080 816 CE 000 029
Harmon, Loyd M., Ed.
Health Manpower in Missouri.
Missouri Regional Medical Program, Columbia.
Spons Agency—Missouri Health Council, Jefferson City.
Pub Date 68
Note—62p.; A Missouri Regional Medical Program Project
Available from—Missouri Regional Medical Program, Lewis Hall, Columbia, Missouri 65201 (no charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Directories, *Health Occupations, Health Occupations Education, *Health Personnel, *Manpower Needs, Medical Education, *Paramedical Occupations, *State Surveys
Identifiers—*Missouri
This supplementary report begins with general information on licensing boards, associations, societies, reliability of data, and similar items. The second, and main, section deals with the following disciplines: administrators, doctors of medicine, doctors of osteopathy, dentists, dental hygienists, dieticians, inhalation therapists, medical record librarians, medical technicians, nurses, occupational therapists, optometrists, orthotics, prosthetics, pharmacists, physical therapists, radiologic therapists, sanitarians, sanitary engineers, social workers, speech pathologists, and audiologists. For each occupation, what they are, current statewide employment, current needs, range of salaries, education, and schools are specified. Maps showing distribution of hospitals and nursing homes are included. Charts, showing current employment and need in each discipline alphabetically arranged by county, specialties of doctors of medicine, doctors of osteopathy, and dentists, and classes of nurses, complete the document. (AG)

ED 080 817 CE 000 030
Inactive Registered Nurses; A Missouri Study.
Missouri State Div. of Health, Jefferson City.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Nursing.
Pub Date Jun 68
Note—69p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Labor Force Nonparticipants, Manpower Needs, *Manpower Utilization, *Nurses, *Professional Continuing Education, Refresher Courses
Identifiers—*Missouri
Five objectives were outlined: to list inactive nurses who are interested in returning to active employment; to determine why they are inactive; to assist them to return to active status; to promote communication between organizations to coordinate efforts; and to review and make recommendations regarding existing refresher courses. A review of the literature offered many suggestions for meeting the demand for nurses. The study was conducted by mailing a one-page questionnaire to nurses tentatively identified as inactive and living in Missouri. Based on the 65.1% response, it was learned that most of the respondents were married females with children, 20-49 years of age, had been inactive less than eight years, and usually list family responsibility as reason for their inactive status. The primary factor influencing their return to nursing was convenient hours of employment, whether or not the nurses had children. Refresher courses were a secondary consideration. (One appendix includes the cover letter and questionnaire; a second appendix provides the tables of statistical information, and a three-page bibliography completes the report.) (AG)

ED 080 818 CE 000 031
Senters, Jo
Sanitarians Licensed in Washington.
Washington State Dept. of Social and Health Services, Olympia. Health Manpower Project.
Pub Date Jun 70
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Certification, *Employment Patterns, *Environmental Technicians, *Health Occupations Education, *Occupational Surveys, *State Surveys
Identifiers—Sanitarians, *Washington State
Preceeding the body of the report are statements on the role of the professional sanitarian, trends in their education, methodology of the study, and a summary of its findings. The report is devoted to statistics relating to patterns in employment (employment status, work setting, undergraduate major, primary work function, current work functions, and highest degree attained) and background characteristics (age, education, continuing professional education, and licensure) of all sanitarians licensed by the state. A list of seven references, a sample of the questionnaire used, and an appendix of selected data tables complete the document. (AG)

ED 080 819 CE 000 032
Dental Hygienists Licensed in Washington.
Washington State Dept. of Social and Health Services, Olympia. Health Manpower Project.
Pub Date May 70
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Dental Hygienists, *Employment Patterns, *Occupational Surveys, *State Surveys
Identifiers—*Washington State
Beginning with a statement on the profession of dental hygiene and the two types of professional preparation available in the field, the pilot study then presents a two-part summary of its findings and an explanation of the methodology employed. Part I of the main portion of the report concerns employment characteristics (status, age, residence, number of hours, professional education, preferred number of hours in work week, work settings, work functions, work experience), back ground characteristics (marital status, age, residence, professional education, location of training, retention of Washington educated dental hygienists), continuing professional education, and reported reasons for inactive status for dental hygienists residing in Washington. Part II is devoted to comparisons of the 1969 and 1966 data in a four-page discussion of the trends in numbers and distribution, employment characteristics, and background characteristics. Two appendixes are provided: one, the questionnaire used; and two, data tables selected for additional detail to the textual discussion and to provide actual numbers for manpower planning. A list of six references completes the report. (AG)

ED 080 820 CE 000 033
Podiatrists Licensed in Washington.
Washington State Dept. of Social and Health Services, Olympia. Health Manpower Project.
Pub Date May 70
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Certification, *Employment Patterns, *Health Occupations, Health Occupations Education, *Occupational Surveys, *State Surveys
Identifiers—Podiatry, *Washington State
This survey, based on a 95 0/0 response rate, determined that of all the podiatrists licensed in the state of Washington, 69 0/0 live within the state, 95 0/0 were actively employed in that profession, and almost all were in private practice. The primary work function of 83 0/0 was direct patient care, and over half of the respondents worked 40 to 49 hours per week. It was learned that podiatrists, as a group, are older than members of professions requiring similar training and are usually male. A list of nine references and two appendixes are included: a questionnaire and selected data tables. (AG)

ED 080 821 CE 000 034
Senters, Jo
Naturopaths Licensed in Washington.
Washington State Dept. of Social and Health Services, Olympia. Health Manpower Project.
Pub Date Sep 70
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Certification, Demography, *Employment Patterns, *Health Occupations, *Occupational Surveys, *State Surveys
Identifiers—Naturopaths, *Washington State
This survey, which had a 73 0/0 response rate, found that 64 0/0 of the naturopaths licensed in Washington were professionally located in the State. A majority were actively practicing drugless therapeutics involving direct patient care. As a group, naturopaths were usually male and older than in other health occupations. Although a large percentage fialed to reply to questions regarding education, nearly half reported completion of high school. Three fourths of the naturopaths were licensed through complete examination, another 10 0/0 had obtained reciprocity of the basic science portion of their licensure examination. (Author)

ED 080 822 CE 000 035
Martin, Cora Ann
Nebraska's Nurse Supply, Needs and Resources: 1966.
Nebraska State Dept. of Health, Lincoln. Section of Hospitals and Medical Facilities.
Pub Date Mar 67
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Demography, Followup Studies, Labor Force Nonparticipants, Manpower Needs, *Medical Education, *Nurses, *Nursing, State Surveys
Identifiers—*Nebraska
The followup study updates information originally presented in "A Report of the Survey to Measure Nursing Needs and Resources in Nebraska, 1950-1951." After explaining the method used to obtain the data and its limitations, several factors are cited affecting the determined needs. Tabulated data are presented as the basis for comments in the following areas: inventory of current professional nurse supply in Nebraska; demographic and educational characteristics of the registered nurse and licensed practical nurse supply; demographic characteristics of registered and practical nurses employed in hospitals, federal agencies, religious orders, and other institutions; demographic characteristics of unemployed nurses; and nursing needs in relation to the population, number of hospital beds, further education, and types of employment. The inventory concludes with an evaluation of Nebraska's schools of nursing (characteristics of the student nurse population, the faculty, and of the schools themselves, library facilities, financial factors, and curriculum) and a statement of need. One appendix is devoted to the application for renewal of license forms for nurses another with the number of personnel hospitals, and the third with tables on personnel data. (AG)

ED 080 823 CE 000 036
Flitter, Hessel Howard
Nursing in the Mountain State of West Virginia; an Assessment and a Plan of Action. Final Report of the Committee to Study Nursing Needs in West Virginia.
Pub Date [71]
Note—101p.
EDRS Price MF-$0.65 HC-$6.58

Descriptors—Demography, *Health Facilities, Health Personnel, Health Services, Medical Education, *Medical Services, *Nurses, *Nursing, *State Surveys
Identifiers—*West Virginia
After a brief introductory statement, the report proceeds to an overview of the population, level of education, income, demographic characteristics, types of employment, institutions of higher education, and problems on health services, health care facilities, and health personnel in West Virginia. The third section is devoted to a discussion of the quality and quantity of nursing care in the state, supported by regional maps and statistical tables. The students and programs contributing to nursing education are discussed in the fourth section, with tables on admissions, graduations, dropouts, and types of programs. The fifth section is devoted to leadership in nursing--how it is effective and how it can become more effective. The final section concerns conclusions related to the previous sections. A two-page bibliography concludes the report. (AG)

ED 080 824 CE 000 037
Pinder, Craig And Others
Behavioral Style and Personal Characteristics of Managers.
Minnesota Univ., Minneapolis. Center for the Study of Organizational Performance and Human Effectiveness.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—TR-5006
Pub Date Jun 73
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Characteristics, *Behavior Patterns, *Personality Assessment, *Personality Studies
Identifiers—*Managers
The present study investigates the relationship between managerial style and certain personal characteristics of managers. A sample of 200 American managers is utilized for this purpose. The necessary data were collected using a Personal Values Questionnaire, a biographical questionnaire and an inbasket exercise. The managers were first classified into three different managerial style groups. The three groups were then compared for significant differences among them on thirteen personal characteristic variables. This analysis revealed such a difference on two variables--age of managers and the department in which they worked. In general, younger managers tended to be more autocratic and inclined to make quick decisions without consulting their coworkers. The older managers, on the other hand, appeared to be more consultative and human relation oriented. It was also found that managers in sales departments displayed more a "quick and autocratic" style than those in the other departments who tended to be either more consultative or human relations oriented or both. [A 27-item bibliography is included.] (Author)

ED 080 825 CE 000 038
Allied health Manpower in Texas, 1970; Report of Allied Health Manpower and Allied Health Education in Texas.
Texas State Office of Comprehensive Health Planning, Austin.
Spons Agency—Community Health Service (D-HEW/PHS), Bethesda, Md.
Pub Date [70]
Note—261p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Employment Patterns, *Health Occupations, *Health Occupations Education, Manpower Needs, Paramedical Occupations, *State Surveys, *Statistical Surveys
Identifiers—Allied Health Manpower, *Texas
The report is intended to provide current statistics on allied health careers as baseline data for evaluation, planning, and administration of allied health education programs. The document consists entirely of tables, except for the first three pages describing the problem, the collection of the data, and the limitations of the data, and for introductory comments describing each region preceeding regional statistics. In the first section, tables for a summary analysis, state personnel requirements and employment levels, and state allied health manpower by employer are provided. It concludes with a two-page discussion of allied health education and conclusions and recommendations. Part II is devoted to allied health manpower and education statistics according to region, Part III, according to county. For parts II and III, the tables list the number of full-time employees, parttime employees, hours worked parttime, funded open vacancies, and anticipated additional vacancies for each health occupation. Appendixes on statistical procedures, survey instruments and instructions, and a page of references conclude the document. (AG)

ED 080 826 CE 000 039
England, George W.
Personal Value Systems of Managers and Administrators.
Minnesota Univ., Minneapolis. Center for the Study of Organizational Performance and Human Effectiveness.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—TR-5007
Pub Date Jul 73
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, *Administrator Characteristics, *Affective Behavior, *Behavior Patterns, *Personal Values
Identifiers—*Managers, Personal Values Project
The present report summarizes the major findings of the Personal Values Project being conducted at the University of Minnesota for the past six years. A number of studies have been completed dealing with various groups of individuals in diverse organizational settings (managers, educational administrators, union leaders and naval officers). These studies clearly show that personal values are both measureable and important to measure. Values are related to such practical and important concerns as decision making, managerial success and organizational context differences. This review of the findings also raises a number of questions which still need to be answered in this area. For example, at individual levels, it is not known how value systems develop and change as a result of one's organizational experiences. At the level of an organization, the question of "optimal mix of values" of its members needs studying. It is hoped that future research efforts would be directed towards these and other such questions. [A seventeen-item list of references is included.] (Author)

ED 080 827 CE 000 040
Manpower Requirements and Resources in S.C. Industry and Occupation. Supplemental Report 1971.
South Carolina State Employment Security Commission, Columbia. Research Dept.
Pub Date May 71
Note—72p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employment Projections, *Employment Statistics, *Manpower Needs, Population Trends, State Surveys, Tables (Data)
Identifiers—*South Carolina
South Carolina's population growth over 1970-1975 is expected to average 22,000 per year, paralleling the growth rate of the last five-year period. Nonfarm wage and salary employment is expected to increase at an average annual rate of 2.4%, with the corresponding national rate being 2.0%. The fastest growing industrial sectors will be manufacturing, construction, trade, services, and government. Jobs requiring relatively high skill levels, such as professional, technical, and managerial and structural occupations, are expected to have substantial growth. Jobs with lower skill requirements are also expected to expand significantly. Total job demand over the five-year study should amount to 215,000. Occupational categories which are expected to have the largest demand are clerical and sales; professional, technical and managerial; and service. Those occupations which are not expected to exert a demand on the economy are agricultural (service) and processing occupations. More than 43,000 workers will be needed between 1970 and 1975 to meet expansion and replacement needs, as compared to 49,000 for the preceding five-year period. (Statistical tables and charts make up two-thirds of the report.) (See ED053284) (Author/SC)

ED 080 828 CE 000 041
The Physician's Assistant; An Approach to Improved Patient Care.
Metropolitan Washington Regional Medical Program, Washington, D.C.
Pub Date Jun 70
Note—89p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Health Occupations, Health Occupations Education, Medical Schools, Medical Services, *Physicians Assistants, Program Descriptions, Program Planning, Technical Education
Identifiers—*District of Columbia
Presented are an overview of Physicians' Assistant programs in the United States and a study of their applicability to the Washington metropolitan area. The national overview includes information gathered from fourteen respondents to questionnaires sent to 30 physician assistant programs currently in operational or planning stages. Aspects discussed from these data and from a review of the literature include the existing need, recruiting, placement, employment, mobility, legal aspects, admission requirements, evaluation, and task analysis. In exploring the applicability of the physician's assistant program to the metropolitan Washington areas the existing need is discussed in terms of a health care crisis. Statistical tables provide data on various mortality rates of the District of Columbia and other cities, physician distribution, and projection of paramedical personnel needs in Washington area hospitals. Other topics discussed regarding the program in the Washington area include the tasks of the physician's assistant, recruits, education and training, patient acceptance, and legal aspects. Recommendations and conclusions are drawn. The appendix presents a summary of the data received from the responding physicians' assistant program. A 44-item list of references is included. (SC)

ED 080 829 CE 000 042
Senters, Jo Cohen, Lynn
Report on Chiropractors Licensed in Washington; Information on Education and Training Programs.
Washington State Dept. of Social and Health Services, Olympia. Health Manpower Project.
Pub Date Jun 70
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Health Occupations, *Individual Characteristics, Manpower Utilization, Occupational Mobility, *Occupational Surveys, State Surveys
Identifiers—*Washington State
The purpose of this study was to determine profile characteristics of chiropractors licensed in the state of Washington. The results are based upon information gathered through a questionnaire which was sent to all chiropractors licensed in the state as of March 30, 1970. The response rate to the questionnaire was 83 0/0. The findings were that a professional chiropractor was most likely to be in practice in King County, had not been employed full-time in an occupation previous to chiropractic, and was engaged in direct patient care and administration work from 30 to 39 hours a seek. Other typical background characteristics were that he was of male sex, was under 45, had obtained his license through reciprocity in another state, had participated in one or more short-term courses or workshops, and had taken no academic coursework as part of his continuing education. (Tables and references are included.) (KP)

ED 080 830 CE 000 043
Massachusetts Health Occupations Training 1970.
Training Center for Comprehensive Care, Jamaica Plain, Mass.
Spons Agency—National Institutes of Health (D-HEW), Bethesda, Md.
Pub Date Feb 71
Note—84p.; Preliminary Listing
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Directories, *Educational Programs, *Health Occupations Education, Health Personnel, *Medical Schools, Paramedical Occupations, Statewide Planning, *Vocational Education
Identifiers—*Massachusetts
The major portion of this directory of health occupations training programs in the state of Massachusetts consists of detailed information about each program, including educational admission requirements, costs (salary, stipend, tuition), affiliations, length of program, type of degree

awarded, enrollment, and class capacity. This document is considered a preliminary listing for Massachusetts. It can be used as a replacement to the inventories published in 1967 and 1968 by the Training Center for Comprehensive Care. There is an alphabetical list of all health occupation programs within the state which also serves as a table of contents. The final section of the directory comprises a list of state institutions conducting health occupation training programs, grouped according to city and town. (KP)

ED 080 831 CE 000 044
Diagnosis: Acute. Report of Health Manpower Committee.
Health and Hospital Council, Charlotte, N.C.
Pub Date Jul 71
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Health Personnel, *Manpower Development, *Manpower Needs
Identifiers—*North Carolina

The number of health workers in Charlotte is inadequate. A local survey reported approximately 10 0/0 of total positions to be vacant. In an effort to help meet the critical manpower needs of the area, the Health Manpower Committee made these recommendations: existing local programs for registered nurses should continue to work toward increasing their annual number of graduates by 75 0/0; the baccalaureate program in nursing of the University of North Carolina at Charlotte should be expanded to 80 graduates per year; Central Piedmont Community College should expand its facilities and staff and expand its Licensed Practical Nurses program to 140 students per year; other health training programs need to be expanded; the existing health career informational program needs to be strengthened; and institutions employing health workers should intensify efforts at continuing education for employees. (SC)

ED 080 832 CE 000 045
Senters, Jo
Speech and Hearing Professionals in Washington.
Washington State Dept. of Social and Health Services, Olympia. Health Manpower Project.
Pub Date Jun 71
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Health Personnel, Health Services, *Hearing Therapists, Labor Force Nonparticipants, Program Planning, Sex Differences, Special Education, *Speech Therapists, State Surveys
Identifiers—*Washington State

The purpose of this survey was to assess the current supply of speech and hearing manpower, and to develop a profile of characteristics for these professionals in the state of Washington. A mail-back questionnaire containing both open-ended and structured questions was used to survey all the active and inactive speech and hearing professionals in the state. A follow up of nonrespondents was carried out, generating an 84 0/0 final response rate. The findings of this study included information on the current supply and distribution of speech and hearing professionals in Washington, the differences between actively employed and inactive professionals which might account for their employment status, attitudes toward and participation patterns in continuing education in the field, the nature of case loads carried by those in active practice, and the previous education of these professionals. Comparisons are made between men and women and between different age groups. (Twenty statistical tables, a seven item bibliography, and the questionnaire are included.) (KP)

ED 080 833 CE 000 046
Brown, Monica V. Zimmerman, Sydney L.
Equivalency and Proficiency Report.
Health Careers of Ohio, Columbus.
Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.; Ohio State Regional Medical Program, Columbus.
Pub Date Apr 71
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Certification, *Equivalency Tests, *Health Occupations, Health Occupations Education, Health Personnel, *Paramedical Occupations, *Veterans, Vocational Development
Identifiers—*Ohio

Provisions being made or planned to assist both veterans with medical experience and civilian health personnel to obtain advanced standing in health education programs in Ohio were surveyed in 1970-71. Thirty-five career areas are summarized, telling if they have a plan to have equivalency and/or proficiency examinations, based on responses gathered from professional associations and educational institutions. Small community colleges and technical schools have more such programs in operation or planned than do universities, colleges, and hospitals. (MS)

ED 080 834 CE 000 047
Nelson, Donald L.
Moving Forward...Community Development.
Extension Service (DOA), Washington, D.C.
Pub Date Sep 72
Note—16p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO: 1972 0-476-213)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Development, Community Programs, Extension Agents, *Extension Education, Rural Extension

Through its educational programs, extension is increasingly concerned with helping people know better how to live as well as how to make a living. Extension works with local people on problems calling for community consideration and group decision. The need for this type of education is particularly pressing in rural areas; hopeful signs are visible, however, indicating efforts aimed at making communities more prosperous and livable. Community development ideas and plans have been put into effect. (Illustrations or charts are included on almost every page.) (Author/SC)

ED 080 835 CE 000 048
Health Manpower Conference (4th, October 3-4, 1969).
Health Manpower Council of California, Orinda.
Pub Date 69
Note—72p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Certification, Conferences, Health Occupations, *Health Occupations Education, *Health Personnel, Health Services, Manpower Utilization, Paramedical Occupations

The principal address was by Ralph C. Kuhli, entitled "Education of Health Manpower for the 1970's." He called for recruitment of workers into general rather than specific health occupations, development of educational programs for allied medical occupations, organization of a national joint accreditation commission, encouragement of students and employers to prefer AMA-accredited programs, proficiency testing, supported by grant, governmental medical facilities as models, and health maintenance systems. Reports were made to the General Session by the chairman, the immediate past chairman, the executive director, and the treasurer. Seven groups met and presented recommendations concerning health manpower data collection, licensing, education, continuing education, recruitment, screening and placement, utilization, and mental health manpower. Discussion group data is tabulated and participants are listed. (MS)

ED 080 836 CE 000 049
Savicky, I., Comp.
European Selective Bibliography on Adult Education (1966-1971); Bibliographic Series 6.
European Centre for Leisure and Education, Prague (Czechoslovakia).
Pub Date 73
Note—105p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Education, *Annotated Bibliographies, Conference Reports, *Continuous Learning, Directories, *Foreign Countries, Periodicals
Identifiers—*Europe

The 165 books, articles, and bibliographies listed in this publication are grouped under seven main headings: Books and Articles on Adult Education, Bibliographies and Directories, International Conferences, Permanent Education, Adult Education in Europe, Adult Education in Individual Countries (sixteen countries), and Journals. An annotation describes the content of each entry. The section covering individual countries is divided into three groups: bibliographies and directories, basic works written in languages other than English, and basic works in English. It is also noted whether an entry has been published in a different language and if so, under what title. Information includes the address from which copies may be obtained; and for journals, how often they are published. An author index is also provided. (KP)

ED 080 837 CE 000 050
A Reference Handbook of the Texas Health Professions and their Support Personnel; The Health Professions in Texas.
Texas Nurses Association.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md Div. of Nursing.
Pub Date Dec 70
Note—107p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Certification, Dentists, Dietitians, Directories, *Health Occupations Education, *Health Personnel, Medical Technologists, Nurses, Occupational Therapists, Pharmacists, Physical Therapists, Physicians, Social Workers
Identifiers—*Texas

The fields of dentistry, dietetics, medicine, medical technology, nursing, occupational therapy, pharmacy, physical therapy, and social work are defined in the handbook. The entrance requirements, educational institutions, and licensure regulations in Texas are treated for each major and allied support field. The functions or types of specialization and career opportunities are described. Professional associations, both national and in Texas, are examined and their addresses are given. (MS)

ED 080 838 CE 000 051
Dubin, Robert Champoux, Joseph E.
Workers' Central Life Interests and Job Performance.
California Univ., Irvine. Graduate School of Administration.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—TR-21
Pub Date Aug 73
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aspiration, *Employee Attitudes, Employer Attitudes, Employer Employee Relationship, *Industrial Personnel, Job Satisfaction, *Self Concept, *Supervisors
Identifiers—*Central Life Interest (CLI)

Supervisors' ratings of individual industrial workers appear to be related to the central life interests (CLI) of the workers. The group of workers who had a job-oriented CLI received the highest ratings from their superivsors among the three CLI groups on Initiative and Application, Cooperation and Quantity of Work and were rated low on Adaptability. The reverse pattern held for workers with a non-job CLI. Implications of these findings are discussed for their utility in interpreting supervisors' orientations in making performance evaluations, as they relate to the characteristics of employees and the characteristics of the rating system. (Author)

ED 080 839 CE 000 052
Health Manpower in Metropolitan Detroit; A Study of Needs and Problems.
United Community Services of Metropolitan Detroit, Mich.
Pub Date Nov 70
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Health Needs, *Health Occupations Education, *Health Personnel, Health Services, Manpower Needs, *Medical Research, *Research Projects, Statewide Planning, Vocational Education
Identifiers—*Metropolitan Detroit

The purpose of this research study was to determine whether there was any evidence of a shortage of health care personnel in the southeastern Michigan area; and if there was, to make appropriate recommendations. A questionnaire was sent to 107 health organizations, 50 educational institutions, and 30 professional associations. Responses to the questionnaire, available statistical data, findings from other studies, and data supplied by consultants suggest that although the number of professional and ancillary health personnel have increased, they have not kept pace with the increasing population growth. Increasing specialization among physicians, high

attrition and turnover rates among nurses, and excessive mobility stemming from discrepancies in job compensation are given as some reasons for the shortage. Recommendations are made that planning efforts to increase the capacity and offerings for health careers at educational institutions must be fostered; that measures to encourage more people to enter health professions must be stimulated; and that steps to retain persons presently employed, to encourage the return of inactive professionals to practice, and to effectively utilize existing personnel must be taken. (KP)

ED 080 840 CE 000 053

Hartman, Gerhard Toerber, Garry A.

Health Education, Health Manpower, and a System (Green Bay, Wisconsin).

Pub Date 69

Note—175p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Health Needs, *Health Personnel, Health Services, Manpower Needs, *Medical Research, Paramedical Occupations, *Research Projects, *Statewide Planning, Vocational Education

Identifiers—*Green Bay, Wisconsin

The purpose of this research study was to determine the need/demand totals and characteristics concerning health personnel for Green Bay and eastern Wisconsin; and to stimulate an effective, efficient approach to the problem of supplying and organizing such health personnel. A delineation of the population served by health personnel in the Green Bay area, statistical regression analysis for projecting health manpower requirements, and an inventory to determine the numbers of existing health personnel were carried out. These data, in conjunction with indices of future need/demand patterns, provided the basis for the projection of future health care personnel needs. Conclusions derived from this study were that health team and paramedical personnel training, together with integrated training institution curriculums and health complexes, must assume a greater role in the treatment and care of a patient. The major physician must conserve his professional abilities through his position as team leader. As future health care needs increase, priority should be given to continual recruitment of quality health personnel. Additional research, oriented toward the concept of an appropriate facility team mix, will be needed; and there must be consistency of job description and classification for health personnel. (KP)

ED 080 841 CE 000 054

Dubin, Robert Champoux, Joseph E.

Workers' Central Life Interests and Personality Characteristics.

California Univ., Irvine. Graduate School of Administration.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—TR-20

Pub Date Aug 73

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aspiration, Employee Attitudes, Individual Characteristics, *Industrial Personnel, Job Satisfaction, *Personality, *Personality Assessment, Personal Values, *Self Concept

Identifiers—*Central Life Interests (CLI)

The central life interests (CLI) of male industrial workers is shown to be related to their self-described personality characteristics. Workers who have a CLI in work have personality characteristics that accord with general expectations about what kinds of people may best fit the requirements of an industrial setting. Workers who have a CLI in nonwork settings have personality characteristics that may be described as non-fitting with an industrial environment. Individuals with no preference in CLI are viewed as searching for an anchor for their interests with the potential of finding it in the work institution. The implications of these findings are discussed. (Author)

ED 080 842 CE 000 055

Porter, Lyman W. And Others

Unit Performance, Situational Factors, and Employee Attitudes in Spatially Separated Work Units.

California Univ., Irvine. Graduate School of Administration.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—TR-18

Pub Date Aug 73

Note—39p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Banking, Clerical Workers, *Employee Attitudes, Employment, Factor Analysis, Job Satisfaction, *Organization, *Organizational Climate, Organizational Development, Performance Specifications, *Task Performance, Work Attitudes, Work Environment

This study investigated relationships between work unit performance, employee attitudes, and situational characteristics among 411 female clerical workers in 37 branch banks. The work units were characterized by spatial separation and performance of similar functions. Two independent dimensions of performance were empirically identified and their relationship to attitudes and situational characteristics studied within a multivariate framework by means of multiple discriminant analysis. Results indicate that employee attitudes were significantly related to branch performance. Employees in high performance branches had higher attitude levels toward them and the larger organization of which they were a part while individuals in low and medium performing branches had lower attitude levels. Situational characteristics of the branch were most highly related to the manager's performance of loan functions, a large portion of which may take place outside the branch. Ten tables are included. (Author/MS)

ED 080 843 CE 000 056

Comprehensive Health Plan, State of Oregon.

Governor's Health Planning Committee, Portland, Oreg.

Pub Date Jan 71

Note—650p.; Published by Health Planning Section, Oregon State Executive Department

EDRS Price MF-$0.65 HC-$23.03

Descriptors—Disease Control, *Health, *Health Services, Mental Health Programs, Pollution, *Public Health, Sanitation, State Programs, *State Surveys, *Statewide Planning

Identifiers—*Oregon

After seeking data from public, private, and voluntary health-related agencies, associations, and activities in the State, the committee reports on the following areas: health delivery system problems, health services, target groups (aged, medically indigent, migrants, newborns, infants, preschool children, and school-age children), personal health problems (mental health, communicable disease, non-communicable disease), and environmental health problems. For each area the following factors are provided when applicable: title of study or problem area, goals, statement of condition/problem, current programs and activities, authorities, objectives, recommendations and methods, operational problems, evaluation criteria, and priorities/recommendations. The document also includes a five-section appendix, a section of charts and graphs (in addition to those in the body of the report), a matrix for reference to organizational responsibility for problems noted, an organization index, and a subject index. (AG)

ED 080 844 CE 000 057

Groder, Martin G. Brewer, R. D.

Program Master Plan: Federal Center for Correctional Research.

Federal Center for Correctional Research, Butner, N.C.

Pub Date 73

Note—29p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Correctional Rehabilitation, *Corrective Institutions, *Institutional Research, Institutional Role, Master Plans, Mental Health Programs, Policy Formation, *Program Planning, *Rehabilitation Programs, Vocational Rehabilitation

This revised yet still preliminary version of the Program Master Plan introduces the program with regard to location, physical characteristics, population characteristics, organizational structure and staffing patterns, and a statement of the mission for both the Mental Health and Correctional Program Units. Program principles are listed both generally and specifically for both units. Current and future implementation of these principles are surveyed and preliminary proposed measures of assessment are listed. Current and future operations are discussed in terms of major tasks for the upcoming six-month period. Seven pages of appendixes include statements regarding detailed population analysis, organizational charts, and source of institutional blueprints. (SC)

ED 080 845 CE 000 058

Brewer, Lester Ray And Others

Some Motivations of Marshall County, Tennessee Cow-Calf System Producers. A Research Summary of a Graduate Study.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Nov 72

Note—21p.; Extension Study No. 33; S.C. 819

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agricultural Production, *Agricultural Research Projects, *Animal Caretakers, Animal Science, Extension Education, *Farm Management, Rural Extension, Surveys

Identifiers—*Tennessee

The purposes of this study were to determine the characteristic of 40 cow-calf producers randomly selected from a county population of 300 cattlemen, to find out which recommended management practices they were using, and to learn which factors had influenced them to adopt these practices. Farmers were interviewed and data were classified in terms of high, medium, and low production groups based on average number of pounds of beef sold per cow in 1970. Regarding management practices, it was found that high producers kept replacement heifers, increased herd size, averaged a higher management level, and were using other recommended practices in comparison to low producers. Characteristics of cattlemen (high and low producers), management practices, and reasons for adoption of such practices provided a basis for development of a useful educational plan for use with cow-calf producers in Marshall County, Tennessee. (A sixteen-item list of references is provided, as is a table which presents average and total beef management practice diffusion ratings by high, medium, and low producers for cattlemen interviewed.) (SC)

ED 080 846 CE 000 059

Manpower and Training Survey of Hospitals in Region 3, New Jersey.

Hospital and Health Planning Council of Metropolitan New Jersey, Inc., Newark.

Pub Date May 70

Note—28p.

Available from—Hospital and Health Planning Council of Metropolitan New Jersey, Inc., 2 Park Place, Newark, N.J. 07102

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Vocational Education, Health Occupations Education, Health Personnel, *Hospital Personnel, Hospital Schools, Manpower Needs, Occupational Surveys, Program Descriptions, Questionnaires

Identifiers—*New Jersey

A survey was made in 1969 through interviews and questionnaires administered to hospital personnel directors to give health planners an indication of the health manpower needs and the existing hospital based or affiliated training programs. Areas of concern were accreditation, medical school affiliation, training programs, nursing home affiliations, and hospital personnel. The major conclusion was that there are definite manpower shortages in the 33 hospitals in Region 3. Suggested actions would be to hold meetings of hospital administrators, educational institutions, governmental manpower programs, and the New Jersey Health Careers Service to discuss means of meeting this need and to work out a plan of action. (MS)

ED 080 847 CE 000 060

Groot, Hans C.

Coorientation in Agricultural Development: The Interrelationship between Farmers, Change Agents and Scientists.

Pub Date Aug 70

Note—26p.; Figure 2 lacking

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Agricultural Education, *Agricultural Research Projects, *Agriculture, Cognitive Processes, *Extension Agents, Intercommunication, Technical Reports, Technological Advancement

The role of the agricultural extension worker as intermediary between farmer and scientist is studied using the Chaffee and McLeod coorientation model. It is found that the extension workers' cognitions fall between those of farmers and scientists in terms of agreement, understanding, congruency, and accuracy, as predicted. The subjects in the study were 142 rice farmers, 20 extension workers, and six plant breeders in the Philippines. Eleven tables supplement the text. (MS)

ED 080 848 CE 000 061

Bognanno, Mario F. And Others

Health Manpower Resources: Patterns and Trends. A Study of Health Manpower in Iowa.

Iowa Regional Medical Program, Des Moines.; Iowa State Dept. of Health, Des Moines. Office of Comprehensive Health Planning.; Iowa Univ., Iowa City. Health Economics Research Center.

Pub Date Aug 70

Note—129p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Demography, Health Occupations, *Health Personnel, Health Services, Manpower Utilization, Paramedical Occupations, Population Trends, Socioeconomic Influences, Statistical Data

Identifiers—*Iowa

A comprehensive statement and presentation of data pertaining to fifteen Iowa health manpower occupations are made for units of State and Federal Government, health and professional organizations, health planners, and lay groups involved in health and other socioeconomic planning activities. The industrialization of Iowa with attendant decline in the importance of agriculture has led to population shifts to the cities, concentrating health services into larger, more economical units. Health professionals and support personnel are also becoming scarce in rural areas but their regional concentration, coupled with improvements in transportation and communication, make possible a wider spectrum of health care than could have been provided in the past. This suggests that policy decisions should be made on the basis of the total functioning of the health industry. (MS)

ED 080 849 CE 000 062

Dubin, Robert And Others

Perceiving Jobs in the Organization.

California Univ., Irvine. Graduate School of Administration.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—TR-19

Pub Date Aug 73

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Employee Attitudes, Employment Experience, *Job Satisfaction, Organizational Climate, Organizational Development, *Work Attitudes, *Work Environment

Differential perceptions of standard, established jobs in a stable organization (telephone company plant department) were obtained for sixteen jobs rated by job incumbents, peers, and supervisors on eight characteristics (variety, autonomy, task identity, feedback, friendship opportunities, dealing with others, prestige compared to craft jobs, and prestige compared to other jobs) on seven-point Likert-type scales. The ratings of peers and supervisors were more similar to each other than either set was to the ratings of incumbents. Incumbents in entry level jobs evaluated their jobs more highly than did their peers or supervisors, while incumbents in highly skilled terminal craft jobs evaluated their jobs less positively. Results of the study are discussed in terms of the social and psychological processes that may have influenced the various groups' ratings. (Author/MS)

ED 080 850 CE 000 063

Marland, S. P., Jr.

Career Education and Equality of Opportunity.

Pub Date 9 Feb 73

Note—14p.; Speech given before the National Convention of the American Personnel and Guidance Association (San Diego, California, February 9, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, *Career Opportunities, Career Planning, *Counselor Role, Disadvantaged Youth, *Equal Education, Equal Opportunities (Jobs), Federal Aid, Minority Groups, Speeches

Equality of opportunity, a very important component of the career education rationale, mandates that career education must apply uniformly to all. Many startling changes must be made in our educational, social, and economic systems; and career education is the central instrument for the voluntary renewal of education. The counselor's role in this reform movement is that of catalyst, harmonizer, and orchestrator. Minorities (poor, non-white, and to a certain extent, women) have lacked the luxury of choice afforded others; hence they must be made knowledgeable about various alternatives, including the kinds of financial assistance available. A recent poll of 900 inner-city students from three large cities indicated that virtually every student put college finance information in first and second place in rank ordering of informational needs. Kinship between what happens in the schools and what happens elsewhere is the heart of career education--and this practical application of knowledge should be the concern and responsibility of all teachers. Education should be saturated with the career theme. The counselor needs to put together the resources for career education. Career education is the profession's response to end the systematic injustices that threaten our society. (SC)

ED 080 851 CE 000 064

Occupational Exposure to Asbestos; Criteria for a Recommended Standard.

National Inst. for Occupational Safety and Health (DHEW/PHS), Rockville, Md.

Report No—HSM-72-10267

Pub Date 72

Note—129p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1733-00009, $2.10)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Chemical Industry, Criteria, *Environmental Criteria, Environmental Research, *Health Conditions, Health Education, Industrial Personnel, *Safety, Standards

Identifiers—*Asbestos

Recommended standards for control of exposure to asbestos dust in the workplace are set out from the following standpoints: environmental, medical, labeling, personal protective equipment and clothing, apprisal of employees, work practices, and monitoring and recordkeeping requirements. The goal is maintenance of a low level of concentration to preclude initiation of diseases resulting from exposure, in accordance with provisions of the Occupational Safety and Health Act of 1970. The biologic effects of exposure to asbestos dust are described at length. Previous standards are reviewed. A 76-item reference list is included. Appendixes cover air sampling methods, a numerical hazard rating system, a material safety data sheet, tables indicating output data of various types of asbestos plants, and tables relating exposure to death by lung cancer, mesothelioma, asbestiosis, and digestive system cancer. (MS)

ED 080 852 CE 000 065

Health Careers Directory; Health Education and Training Opportunities in South Carolina.

South Carolina Hospital Association, Columbia. Educational Services Program.

Spons Agency—South Carolina Regional Medical Program, Columbia.

Pub Date Nov 70

Note—169p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Directories, Educational Opportunities, *Health Occupations, *Health Occupations Education, *Medical Education, Occupational Information, *Paramedical Occupations, Program Descriptions, *State Surveys

Identifiers—*South Carolina

The stated goal of the directory is to provide high school guidance counselors with information on health education and training opportunities in one document. To achieve this, the following information is provided: definition of career, program, location, admissions policy, length of course, affiliation, costs, and other items for each career cited. The careers are grouped in the following categories: dental careers, dietetics, environmental health engineering technology, inhalation therapy, medical laboratory careers, medical office and related careers, medical record science careers, medicine, mental health and mental retardation careers, nursing, pharmacy, physical therapy assisting, radiologic technology, rehabilitation counseling, social work, speech and hearing, and surgical technology. An index by location of schools completes the document. (AG)

ED 080 853 CE 000 066

Webster, Kenneth E.

A Review of Selected Current Career Education Models in Illinois.

Illinois State Advisory Council on Vocational Education, Springfield.; Success Research Consultants, Inc., Tinley Park, Ill.

Pub Date Jun 73

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Choice, *Career Education, *Curriculum Development, *Educational Programs, Program Descriptions, Self Concept, Vocational Development, Vocational Education

Identifiers—ABLE, *Illinois, OCCUPAC

Following an introduction to the rationale behind career education, six programs in Illinois are individually described. They are the Career Development for Children Project at Southern Illinois University, OCCUPAC at Eastern Illinois University, the ABLE model program at Northern Illinois University, and programs at Mattoon Community Unit No. 2, Peoria Public Schools District 150, and Maywood School District 89. Cost analysis and program impact is set forth and compared favorably with USOE-funded projects. Recommendations for the introduction of career education into the curriculum and sources of further information are given. (MS)

ED 080 854 CE 000 067

Allied Health Education Programs in Minnesota, Academic Year 1968-1969; A Commentary with Tabular Summaries.

Minnesota Higher Education Coordinating Commission, St. Paul.

Pub Date Feb 70

Note—60p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Programs, *Health Occupations Education, Health Personnel, Hospital Personnel, Manpower Needs, Nursing, *Paramedical Occupations, Program Descriptions, State Surveys, Statistical Data

Identifiers—*Minnesota

Report of information on enrollment at 66 Minnesota institutions and programs in five categories (clerical, nursing, personal and community health, rehabilitation and therapy, and technology); student completion; maximum student training capabilities; and possibilities for enlarging programs to meet demands for graduates. More than half the students involved are in nursing programs. Regularly scheduled reassessment of the allied health education field iscalled for due to the rapid developments taking place. Appendixes provide detailed information on programs (including demand estimates), summary tables by system, and codes and definitions used in the report. The survey questionnaire used is included. (MS)

ED 080 855 CE 000 068

Offner, Paul

Labor Force Participation in the Ghetto: A Study of New York City Poverty Areas.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-91-32-68-19(1)

Pub Date May 70

Note—172p.; Ph.D. Dissertation, Princeton University

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-196 453 MF $.95, HC $3.00)

Document Not Available from EDRS.

Descriptors—Employment Level, Employment Opportunities, Ethnic Groups, *Ghettos, *Labor Supply, *Manpower Needs, Models, Technical Reports, *Unemployment, *Urban Environment

Identifiers—*New York City

This study examines the question: does location within a metropolitan area have a major effect on the employment, unemployment, hours of work, occupation and earnings of poverty area re-

sidents? If so, how does this effect differ among various population groups and can the nature and magnitude of these effects among the different groups be explained. Major emphasis has been given to the quantity of employment in poverty areas rather than the quality of employment. The study has been limited to 379 poverty tracts in New York City; some special 1960 census data for these tracts was examined. A model of labor supply in an urban area is presented along with the empirical results based on the data for New York City poverty areas. (Author)

ED 080 856 CE 000 069

Registered Nurse Refresher Project. Final Report.

Nebraska Nurses' Association.

Spons Agency—National Institutes of Health (D-HEW), Bethesda, Md. Div. of Nursing.

Pub Date Nov 69

Note—109p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Health Personnel, *Labor Force Nonparticipants, *Nurses, Nursing, Professional Continuing Education, Refresher Courses, *Retraining, State Surveys

Identifiers—*Nebraska

Returning inactive Nebraska nurses to employment was the purpose of the study conducted between June 1967 and November 1969. A statewide plan involved the identification and recruitment of unemployed registered nurses, setting up of refresher courses, and evaluation of the project. Three existing surveys of Nebraska's nurse needs were reviewed, hospitals and nursing homes were surveyed, and inactive nurses were contacted by questionnaire to gauge their interest in courses. Transportation difficulties, family conditions, and apprehension were among the concerns of the nurses. Twenty-eight courses in sixteen locations during 1967-68 resulted in the retraining of 312 nurses. Followup in August 1969 of 257 retrained nurses indicated that 124 were employed in nursing, 80% on a parttime basis. It was recommended that the University of Nebraska take future responsibility for refresher courses, that criteria be established to aid nurses assess their ability after long periods of inactivity, and that recruitment materials be developed. All data gathered are presented in tables. Form letters, news releases, announcements, course guidelines, and survey and questionnaire forms are included. (MS)

ED 080 857 CE 000 070

Schantz, Harold J.

Guidelines for Realistic Facility Planning for Schools of Vocational, Technical and Adult Education.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date 1 May 73

Note—357p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Adult Education, *Educational Facilities, *Facility Guidelines, *Facility Requirements, Manuals, *Planning (Facilities), Technical Education, Vocational Education

Identifiers—*Wisconsin

In an effort to assist Wisconsin school district administrators in planning physical construction programs, the manual presents information on the following items: planning a vocational education facility, a check list for facility planning, suggested guideline standards for facilities (room size specifications, sites, access areas, etc.), guideline for selecting an architect and architect's questionnaire, Federal labor standards, checklists forapplicants, State board, and contractor, sample legal documents including contracts, letters of application for funding, map of location of projects, construction cost analysis, and construction project analysis including pictures and floor plans. (AG)

ED 080 858 CE 000 071

Dreessen, Erwin A. J.

Elasticity of Demand for Labor: A Cross-Section Study of Wood Products Industries.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-91-06-71-15-1

Pub Date Jun 72

Note—145p.; Ph.D. Dissertation, University of California, Berkeley

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-210 520, MF $1.45, HC $3.00)

Document Not Available from EDRS.

Descriptors—Cost Effectiveness, *Economic Research, *Employment Patterns, Employment Trends, *Labor Economics, Labor Market, Lumber Industry, *Manpower Needs, Models, *Wages

Identifiers—California

This dissertation deals with the relationship between wages and employment in five industry classifications covering millwork and furniture plants. Census and other data for 1958, 1963 and 1967 are used, as well as data for the three years combined. The data are on the state level. The relationship is estimated within a simultaneous equation system describing supply and demand on the labor market. Demand is specified under a cost minimization framework so that volume of output is held constant. The main finding is that of a significant and negative relationship between wages and the demand for labor in these industries. The results allow estimation of the long run effect of a wage increase on employment in an area. (Author)

ED 080 859 CE 000 072

Fine, Barry Dov

Comparison of Organizational Membership and Self-Employment.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-91-24-70-49(1)

Pub Date 70

Note—154p.; Ph.D. Dissertation, University of Michigan

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-196 437, MF $1.45, HC $3.00)

Document Not Available from EDRS.

Descriptors—*Employee Attitudes, Employment Practices, Employment Statistics, Individual Needs, *Job Satisfaction, Mental Health, *Organizational Climate, Technical Reports, *Work Attitudes

Identifiers—*Self Employed Workers

In this study survey data from a national sample representative of the United States work force were used to compare 1,092 members (one who works for someone else who employs ten or more other persons) and 183 nonmembers (self-employed workers who employ no more than nine others). The study aimed at ascertaining whether or not membership in work organizations has consequences for individuals that differ from those of nonorganizational work. The dependent variables measured were psychological outcomes at the individual level and include job satisfaction, role strain, and dimensions of mental health. (Author)

ED 080 860 CE 000 073

Herberg, Dorothy Mary Chave

Career Patterns and Work Participation of Graduate Female Social Workers.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-91-24-67-21(1)

Pub Date Dec 70

Note—266p.; Ph.D. Dissertation, University of Michigan

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-196 652, MF $1.45, HC $3.00)

Document Not Available from EDRS.

Descriptors—Career Planning, *Employment Patterns, Marital Status, Occupational Aspiration, Occupational Surveys, Professional Education, Professional Personnel, Role Perception, *Social Workers, Womens Education, *Working Women

This study develops tools for predicting the work participation by graduate female social workers using two main explanatory variables--"early sex role ideology" (an ideological position on future work and sex roles and early occupational aspiration) and "the sequence of marriage and professional education." These two variables were combined to form a career pattern variable and it also was used to predict amount of employment. Work participation was measured by summary measures called work ratios. Data to form these work ratios was drawn from an extensive work history included in a questionnaire sent to a sample of 1,037 women social workers. (Author)

ED 080 861 CE 000 074

Iowa Labor Mobility Demonstration Project. Final Report.

Iowa State Employment Security Commission, Des Moines.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-87-17-67-02-1

Pub Date Oct 69

Note—219p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 445, MF $1.45, HC $3.00)

Document Not Available from EDRS.

Descriptors—*Job Placement, *Manpower Utilization, *Occupational Guidance, *Occupational Mobility, *Relocation, Rural Resettlement, Underemployed, Unemployed

Identifiers—Iowa, *Iowa Experimental and Development Project

The primary objective of this project was to focus on rural labor surplus areas in southeastern Iowa, relocating unemployed residents in industrial jobs on Iowa's Mississippi border, Cedar Rapids, and Iowa City. The group was predominantly white and poorly educated. Small rural employment offices communicated job openings and worker qualifications by telephone. (Author)

ED 080 862 CE 000 075

Zimmerman, T. F. Crnic, Carol A.

Master Facilities Inventory: A Study of Health Manpower Training Resources. Jackson and Clay Counties, Missouri--1967.

Institute for Community Studies, Kansas City, Mo.

Report No—Pub-68-170

Pub Date Jul 68

Note—41p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Vocational Education, *Educational Programs, Educational Resources, *Health Occupations, *Manpower Needs, Manpower Utilization, Program Effectiveness, Statistical Surveys

Identifiers—*Missouri

The objective of this inventory was to provide basic data concerning the effectiveness of new health manpower training programs for comparison with future studies and documented information, for planning purposes. It was necessary to define the components of the health manpower training network and to identify individuals responsible for its operation. A personal interview method of data-collection was used, loosely based upon a questionnaire. The Kansas City General Hopsital and Medical Center was the site for pilot-testing the interview procedure. Indicated refinements were made; then all institutions in Jackson and Clay Counties providing health manpower training programs were contacted. The private sector of health manpower utilization was represented by a random sampling of private physicians in the Greater Kansas City Area to determine the types of personnel and training required for employment in that sector. The study determined that 55 health manpower training programs in 21 health occupations were operating at 53 0/0 of their projected capacity. Five recommendations were offered to improve the situation. (Tables and six appendixes, including a sample questionnaire, are provided.) (AG)

ED 080 863 CE 000 076

Pourchot, Leonard L.

A Field Test Report of the Development of Instruments to Determine Peer Group Perceptions of the Sociological Status of Students Attending Area Vocational Centers.

Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield.

Pub Date 28 Jun 73

Note—85p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Area Vocational Schools, Evaluation Methods, Investigations, *Peer Acceptance, *Peer Groups, Peer Relationship, Program Planning, Questionnaires, Social Behavior, Social Factors, *Social Values, *Surveys, Vocational Directors, Vocational Education

The purpose of this study was to design, develop, field test, and recommend survey instruments and procedures for comparing the perception by their peers of the sociological status of vocational students both in area vocational centers and in high school vocational courses. Following a review of related literature, instruments were drafted, and three surveys were conducted. Input data concerning the instruments was

gathered from professionals with expertise in vocational education, directors of area vocational centers, and high school students both involved and uninvolved in vocational training. This data was used to further develop the sociological testing instruments and procedures. These instruments were then used to determine evidence of peer groupings and sociological status. A conclusion was that sociological status does attach to different curricular groups. Therefore, planning officers and educators should be concerned with sociological viewpoints and their ramifications when planning future vocational centers. It was also suggested that the survey instruments be considered usable for obtaining future data on peer group perception. (KP)

ED 080 864 CE 000 077

Petersen, Dale F.

Iowa Health Occupations Education Followup Study.

Iowa Univ., Iowa City. Div. of Health Affairs.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines, Div. of Career Education.

Pub Date 31 Jul 71

Note—151p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Career Education, Employment Experience, Graduate Surveys, Health Occupations, *Health Occupations Education, *Health Personnel, Job Satisfaction, Nurses, Occupational Surveys, Paramedical Occupations

Identifiers—*Iowa

Graduates of health occupations education (HOE) programs in Iowa which were partially supported by State and/or Federal funds were studied. The purpose was to assemble an information base useful in planning new programs or expanding existing ones. Coordinators of 47 HOE programs were able to locate 3,207 persons in 1969. A questionnaire was used to gather personal, educational, and employment information in some depth. Projections were validated by random sample and telephone interview of nonresidents. The graduates were also asked to evaluate their satisfaction with their training and employment potential. Seven recommendations are made. In a separate section, the possibility of overproduction of practical nurses in Iowa is found to be unlikely. Appendixes describe the HOE programs and present samples of the forms used in the study. (MS)

ED 080 865 CE 000 079

Glenville: A Health Profile.

Metropolitan Health Planning Corp., Cleveland, Ohio.

Pub Date Sep 71

Note—36p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Health Services, *Community Surveys, *Depressed Areas (Geographic), Health Facilities, Health Needs, Health Personnel, *Health Services, Hospitals, *Inner City, Manpower Needs, Slum Environment, Urban Environment

Identifiers—*Cleveland

Demographic and health data on Glenville, one of the major distressed inner-city areas of Cleveland, were brought together to identify health needs and develop the resources and services necessary to meet these needs. The lack of physicians and primary health care programs in the area is compounded by the large number of low-income and public assistance families. City and county health programs involve a small number of specialized services with limited impact on the total population. Environmental problems, especially housing, the degrees of resident health knowledge, and the existence of nutritional deficiencies are a few of the problems which should be carefully examined. Maps, tables, and graphs are used to present the material. (MS)

ED 080 866 CE 000 080

Pennsylvania Nursing Facts.

Hospital Educational and Research Foundation of Pennsylvania, Camp Hill.; Pennsylvania Nurses Association, Harrisburg.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Professions Education and Manpower Training.

Pub Date [69]

Note—116p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Employment Patterns, Enrollment Trends, Health Occupations, Health Occupations Education, Health Personnel, *Nurses, *Nursing, Statistical Data, Statistical Surveys

Identifiers—*Pennsylvania

Data on professional nurses in Pennsylvania for the period 1958-1968 is brought together, correlated and presented in table form. Enrollment in associate and baccalaureate programs increased while diploma programs changed little. The age level of professional nurses is rising in Pennsylvania and the U.S. as a whole. Between 1949 and 1966 the number of employed hospital and office nurses increased, but private duty and public health nursing declined. About 70 0/0 of Pennsylvania nurses are married. Distribution of nurses by age, educational level, marital status, employment status, and type of position is compared for Pennsylvania's six Human Service Regions, twelve Standard Metropolitan Statistical Areas, and 67 counties in table form. (MS)

ED 080 867 CE 000 081

Yoeman 1 & C, Rate Training Manual.

Naval Training Command, Pensacola, Fla.

Report No—NAVTRA-10241-F

Pub Date 73

Note—197p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 0502-051-2060)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Instructional Materials, Leadership Training, *Manuals, Military Personnel, Military Science, *Military Training

Identifiers—*Yoeman

This training manual is designed to help prepare for advancement to Yeoman First Class and Chief Yeoman. Chapters cover introductory information, captain's office, "making things easier for you," drafting correspondence, ship's organization, officer separations, general courts-martial, fact finding bodies and casualty reporting, and security. Appendixes contain a grammar review and a where to find it list. (MS)

ED 080 868 CE 000 082

New York State Hospital Manpower Survey, 1969.

new York State Health Dept., Albany.

Spons Agency—Hospital Association of New York State, Albany.; New York State Health Planning Commission, Albany.

Pub Date Feb 70

Note—171p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Dental Hygienists, Dental Technicians, Health Occupations, *Hospital Personnel, Hospitals, Manpower Needs, Occupational Therapists, Physical Therapists, Social Workers, *State Surveys, Tables (Data)

Identifiers—*New York State

Data presented in this survey are in the form of tables and indicate the hospital manpower situation in New York State in May 1969. A total of 330,959 persons were employed, 65 0/0 in health professional and technical occupations. An additional 25,720 fulltime employees were needed. The categories showing the greatest percents of vacant budgeted positions were occupational therapists, physical therapists, licensed dental hygienists, and social workers. The only category showing no vacant budgeted positions was dental laboratory technicians. Data are shown by the total New York State and geographic areas within the state. These include New York City, New York State exclusive of New York City, and each county in the state. (MS)

ED 080 869 CE 000 083

Our Vocational Training Can Guarantee You the Job of a Lifetime. Consumer Bulletin No. 13.

Federal Trade Commission, Washington, D.C. Bureau of Consumer Protection.

Pub Date 73

Note—26p.; includes a folder "The Pocket Guide to Choosing a Vocational School," FTC Buyer's Guide #13

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 1800-00153, $.40)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Consumer Education, Guides, Publicize, Selection, Vocational Education, *Vocational Schools

Identifiers—*Consumer Protection

This guidebook cautions the potential vocational school student about the possibilities of false claims, poor training, and unreliable job promises from commercial trade, technical business, and correspondence schools. It points out what sort of things to look for and which claims to take seriously. Defenses against an aggressive sales pitch are suggested. Sources of reliable information on vocational schools are given and the contract form is explained. Finally, means of redress are given. The included folder reiterates the major points--how to get solid facts, what to ask about, and what protections are available for the potential student. (MS)

ED 080 870 CE 000 084

A Career in Labor Management Relations as a Field Examiner.

National Labor Relations Board, Washington, D.C.

Pub Date 73

Note—22p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 0-495-746)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Choice, *Industrial Relations, Labor Problems, Management Education, *Occupational Information, Vocational Development

Employment opportunities as a field examiner for the National Labor Relations Board are described in this pamphlet. The job, training, qualifications, salary, locations, benefits, and employment policies are outlined briefly. A list of field offices and the address for application forms are included. (MS)

ED 080 871 CE 000 085

Kiesow, John A.

Role Model for the Paraprofessional Youth Worker in the Extension Service.

Extension Service (DOA), Washington, D.C.

Report No—ES-USDA-4-H-11

Pub Date Aug 73

Note—25p.; Summary of Extension Service Special Project Report (Project No. 12-05-300-191), 1970, Dept. of Adult and Community College Education, North Carolina State Univ.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Extension Agents, *Extension Education, Occupational Information, Operations Research, *Role Theory, *Staff Utilization, *Task Analysis

The major focus of the study was the construction of an ideal role model for the paraprofessional youth worker who is a program assistant for the Extension Service and to test such a model with a limited number of youth agents and volunteers in North Carolina. Role theory provided the conceptual frame of reference. Program assistant, a new position which occupies an intermediate position between volunteer and youth agent, requires adjustments in the organization. Five functional categories (maintenance, needs, planning, execution, and evaluation) were identified and defined with a representative sample of critical role tasks delineated in each. The methods used in developing a new job description through task analysis may be useful in studying other positions. A 69-item list of references in included. (MS)

ED 080 872 CE 000 086

Roth, Edward J.

Cable Television Manpower: Job Descriptions and Educational Requirements.

Office of Telecommunications (DOC), Washington, D.C.

Report No—OTR-73-2

Pub Date Mar 73

Note—115p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Cable Television, Manpower Development, *Manpower Needs, *Occupational Information, Technical Occupations, Telecommunication, Training

Forty-five job descriptions relating to the cable television industry are stated in terms of duties and responsibilities, experience, requirements, and educational requirements in order to lessen the wide disparity within the industry concerning requirements for engineering, technical, and owner/operator work. The job descriptions are not offered as proposed industry standards but as a step toward developing such standards. Graphical summaries are included. (MS)

ED 080 873 CE 000 087

National Apprenticeship Standards for Automotive Machinist.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.

Pub Date 73

Note—23p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0-512-382-88)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Apprenticeships, Auto Mechanics, *Auto Mechanics (Occupation), *Machinists, *Standards

These 24 standards have been adopted by the Automotive Service Industry Association to provide well-planned, properly supervised training for apprentices to develop into competent machinists. The goal of the standards is to establish and maintain high criteria of workmanship, to develop knowledge by workers of technical and theoretical aspects of their craft, and to assure the employer of proficient workmen. Appendixes include forms for application for apprenticeship and employment interview evaluation, a curriculum of related technical instruction, and address listings of regional offices of the Bureau of Apprenticeship and Training and of state and territorial apprenticeship agencies. (MS)

ED 080 874 CE 000 088

Dorkin, Murray Solomon, Herman S.

Project SPRUCE, Special Program of Rehabilitation for Unemployment Compensation Exhaustees. Volume 1. Final Report.

New York State Dept. of Labor, Albany. Research and Statistics Office.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-82-34-69-45; Labor-RR-1973-8

Pub Date May 73

Note—69p.

Available from—National Technical Information Service, Springfield, Va. 22151

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Employment Counselors, Employment Potential, Employment Problems, *Employment Services, Job Placement, *Manpower Utilization, *Rehabilitation Programs, *Unemployment, *Unemployment Insurance, Workmans Compensation

Identifiers—*Project SPRUCE

Project SPRUCE sought to increase employability of insurace claimants who seemed likely to exhaust their benefit rights without definite prospects of finding work. These persons were seen to be in need of special services because of some remediable inadequacy or problem but ineligible for the various programs intended primarily for the hardcore disadvantaged. Counseling, testing, job referral, search plan assistance, and training were among the extra services used. A test group of 482 claimants in their 13th to 19th week of benefit status was compared with a similar control group of 542 between April and December 1970 in Buffalo, New York. There is indication of a clear and enduring effect on post-SPRUCE employment status. At the end of a six month followup interval 55 0/0 of the experimental group were employed, compared with 46 0/0 of the control group. It cannot be shown with certainty, however, that SPRUCE reduced the duration of benefits. (MS)

ED 080 875 CE 000 090

Ross, Doris M.

1972 Legislation and Achievements: Special Programs. Research Brief No. 11.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date Aug 73

Note—61p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln St., Denver, Colorado 80203 ($2.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, *Career Education, *Disadvantaged Youth, Early Childhood Education, *Educational Legislation, Exceptional Child Education, *Vocational Education

The document is a survey of special legislation and state programs across the U. S. for 1972. It covers adult education, the disadvantaged student, early childhood, the exceptional student, and the vocational/career student. Each program or piece of legislation is identified by sponsoring state, legislative citations, legislative status (enacted, failed, etc.), and one or two sentences explaining the program. It does not attempt to be a comprehensive report of all such programs, but gathers the information from state departments of education, legislative service agencies, state school board associations and state offices of the National Education Association and the American Federation of Teachers. An appendix contains the survey instrument and a list of the information sources. (AG)

ED 080 876 CE 000 092

Bost, W. M.

A Director Looks at Information Management.

Pub Date 30 Oct 72

Note—18p.; Speech given at National Effective Media Communications Seminar (National 4-H Center, Washington, D.C., October 30, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Communications, *Extension Education, Information Dissemination, Information Needs, *Information Science, *Information Scientists, Multimedia Instruction

Information management, getting the educational message out to the people, is the backbone to the overall Extension mission. Those employed in information departments must be continually aware of the latest developments which might update and improve present operations, both regarding subject matter and information media techniques. Those in information management are arriving at a point in which a different direction or "road" may be taken. The familiar producer route has been one of service to programs. Although the producer aspect is of vital importance, the new planner or consultant road includes the added dimensions of the information specialist being a member of the overall decision making team in programming or managing Extension information. They must keep up with rapid changes, trends, and developments in the communication field, using a multi-media approach to reach larger and more diverse audiences. Ways to get new ideas going include getting to know coworkers better, attending departmental planning meetings, and talking with the Director about ideas. To get on this consultant road, become a craftsman in the field, develop habits of dependability, become self-motivated, look at the broad picture, and think things through logically. (SC)

ED 080 877 CE 000 093

Hein, Margaret R.

Survey of Student Interest in Home Economics Wage-Earning Programs and Employment Opportunities in Home Economics Related Occupations in Dade County, Florida.

Dade County Public Schools, Miami, Fla. Office of Vocational and Adult Education.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date Jun 73

Note—34p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Programs, Employment Opportunities, Family Life Education, *Home Economics Education, Home Economics Skills, *Occupational Home Economics, Secondary Grades, Surveys

Identifiers—*Dade County

Occupational areas and coincident student interest in home economics were surveyed in Dade County to provide a basis for future program planning. Surveyed were 11,402 junior and senior high school students enrolled in home and family education courses in May 1972 and 64 employers in home economics related occupations. A series of recommendations was drawn up. Additional Child Care, Guidance and Services programs should be initiated cautiously due to limited employment opportunities. A combined Home Furnishings, Equipment, Services, Clothing Management, Production and Services program would meet both student interest and employer demand for garmet factory sewing machine operators. Student interest in Food Management, Production and Services should be stimulated and programs established. Hiring of cooperative education students should be investigated. Work habits and attitudes should be an important emphasis of all wage earning courses. Results are presented in tabular and textual form. Data Collection procedures and survey instruments (with raw data) are in the appendix. (MS)

ED 080 878 CE 000 094

Bliss, Sam W. And Others

Cost Analysis of the Implementation of Career Education Instructional Packages. Final Report.

Northern Arizona Univ., Flagstaff. Educational Resources Management Center.

Spons Agency—Mesa Public Schools, Ariz.

Pub Date 18 Jul 73

Note—71p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, *Cost Effectiveness, Costs, Instructional Materials, *Program Costs, Programed Units, Units of Study (Subject Fields)

The objective of this study was to determine the cost of implementing 27 career education instructional packages in 77 Mesa (Ariz.) public school classrooms, grade K-6. Costs were part of the regularly budgeted classroom, instructional, and related costs rather than new ones. Costs for implementing federal units were $.008 and for state units were $.009 per pupil per minute. A total of $12,393.58 from the regularly budgeted funds was spent implementing the units. The top three items were teacher in-class teaching time, teacher planning and preparation time, and resource materials. On the average a teacher spends two to three minutes of preparation for every five minutes of presentation. Modification of some of the packages is recommended due to unusually high preparation time or materials costs. Appendixes contain data collection instruments and a listing of the career education instructional package. (MS)

ED 080 879 CE 000 095

Bliss, Sam W. Foster, Scott

Pilot Test of Career Education Instructional Units. Final Report.

Northern Arizona Univ., Flagstaff. Educational Resources Management Center.

Spons Agency—Coconino County Career Education Program, Flagstaff, Ariz.

Pub Date 26 Jun 73

Note—70p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, *Cost Effectiveness, Elementary Grades, Instructional Materials, *Program Costs, *Program Evaluation, Units of Study (Subject Fields)

The primary objectives of the study were to determine the effectiveness of sixteen selected career education instructional units in five school districts in Coconino County, Ariz., to determine their implementation costs, and to provide for them cost/effectiveness analysis while they are still in the pilot stage. Each unit encompassed goals, performance objectives, learning activities, materials, and evaluation. A formula for measuring efficiency level of proficiency gain through pretesting and posttesting was worked out. Cost data for each unit in each class was broken down to include personnel, trips, and materials. Unit implementation costs varied widely. Cost per unit of proficiency gain was then calculated to measure effectiveness. The use of mean proficiency levels obscures individual differences and an analysis of each student's proficiency level for each unit provides more meaningful information. Teacher evaluation of the units indicates some dissatisfaction with availability of materials, the tests, and the goal and objective components in relation to activities. Eight recommendations for refinement of the units are made. Appendixes include data collection forms. (MS)

ED 080 880 CE 000 096

Frankel, Steven M., Ed. And Others

Directory of Representative Work Education Programs 1972-73.

Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.; System Development Corp., Santa Monica, Calif.

Report No—DHEW-OE-74-01701

Pub Date 73

Note—341p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-01244, $2.95)

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Directories, Part Time Jobs, Part Time Students, *Work Experience Programs, *Work Study Programs

To study existing school-supervised work education programs, to describe different organiza-

tional patterns, to identify constraints on program expansion, and to examine incentives to increase employer participation, representative programs were suggested upon request by Chief State School Officers, Directors of Secondary Vocational Education, Directors of Community Colleges, and other consultants of national repute. The directors of each of the more than 1000 programs named was sent a questionnaire requesting information on schools in which the program operates, educational level of the program, primary purpose of the program, inclusion of job-related instruction, industrial setting, presence of students under age 16, availability of academic credit for time spent at the job site, and related topics. Name, address, and phone number of the project director are included for the 550 questionnaires which met the study requirements. A report "A Topical Bibliography of Work Education Programs, Projects, and Procedures" by Trudy Banta and others preceeded this directory. A final report in the form of 50 case studies is to be published. (AG)

ED 080 881 CE 000 097

Neely, Margery A.

Kansas Youth Studies; Youth and Community Resource Development.

Kansas State Univ., Manhattan. Extension Service.

Pub Date Aug 73

Note—104p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Age Differences, *Community Development, *Community Study, Statewide Planning, Surveys, *Youth Clubs, Youth Problems, *Youth Programs

Identifiers—*Community Resource Development, Kansas

What 4-H members need to know about their community and how they can be promoted into participation as citizens are problems investigated in this study. The objectives were to develop descriptions of needs and extent of youth involvement in varied community social structures and to ascertain the types of implementation that are best suited to different youth efforts in Community Development. The method used to obtain data were: questionnaires, sociometry, awareness/attitudes, and semantic differentials. The 4-H members in the treatment and control counties of Kansas did not differ in age distribution. The findings indicated that disagreement existed within the age groups concerning the level of difficulty, defined by the amount of planning needed, of community projects and that differences in 4-H club activities must be left to the choice of the members. The youth must be able to feel the commitment that is based upon one's own interest and motivation. Plans should fit community goals, but youth should have a voice in matters of interst to them if they are to become involved. A 39-item bibliography and all the data gathering devices are included in the appendixes. (KP)

ED 080 882 CE 000 098

White, Sally

Physical Criteria for Adult Learning Environments.

Adult Education Association of U.S.A., Washington, D.C. Commission on Planning Adult Learning Systems, Facilities, and Environments.

Pub Date Oct 72

Note—30p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, Adult Learning, Adult Students, *Bibliographies, *Classroom Design, Controlled Environment, Environmental Criteria, Interior Design, *Physical Environment, *Psychological Design Needs

The development of learning environments especially for adults has been neglected and research in planning such environments is fragmented and minimal. There is general agreement that facilities for adults should have an aura of adulthood to contribute to an adult's feeling of ease, confidence, and capability; that they should be flexible in room configuration, ability to change the environment, and availability of multipurpose equipment; and that social and phychological implications of seating arrangements should be considered. Specific findings cover space, fixtures, and furniture; the use of colors and lighting; other visual and auditory factors such as the disruptive quality of clutter and decrements in hearing ability among adults; and recommended temperature, humidity, and air motion. Sources of further information include the Educational Facilities Laboratories, the Kellogg Foundation, business firms which train large numbers of employees, and hotel and motel chains. A 54-item annotated bibliography of books, articles, and reports and a 6-item listing of bibliographies on educational environments supplement the text. (MS)

ED 080 883 CE 000 099

Smith, G. A.

A Report on the Dulverton Pilot Scheme for Rural Libraries.

Pub Date Jul 73

Note—23p.; Sponsored by the Dulverton Trust

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Foreign Countries, Illiterate Adults, Library Circulation, *Library Facilities, Library Instruction, Library Material Selection, *Library Planning, Library Services, Literacy, *Literacy Education, *Rural Areas

Identifiers—*Rhodesia

The provision of reading materials through a simple rural library service in Rhodesia was considered to be useful in helping to create a literate environment. The primary purpose of this study was to determine whether or not a rural library did, in fact, accomplish this end. The secondary purpose was to determine the profile characteristics of library users and to make recommendations for improving such a service. Data were collected by interviewing library users and by recording information on books borrowed by users. It was concluded that interest in reading will gradually build up in the community as a result of the library scheme. Recommendations were that: library boxes at small rural centers are a useful adjunct; library facilities should be limited to those rural centers where there is an active, local, developmental organization; a special effort should be made to interest rural school-leavers in joining local libraries; simple library management can be easily taught; reading lists should be constantly updated; and a study of the difficulty of reading material in the vernacular should be done. (KP)

ED 080 884 CE 000 100

Smith, G. A.

A Report on Literacy and Development in the Rhodesian Tribal Trust Lands.

Spons Agency—Rhodesia Univ. Research Board, Salisbury.

Pub Date Aug 73

Note—35p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, Agricultural Skills, Economic Development, Experiments, Foreign Countries, *Illiteracy, Illiterate Adults, Innovation, Literacy, *Literacy Education, *Rural Development, Rural Education

Identifiers—*Rhodesia

To test the hypothesis that early-stage agricultural innovativeness is positively related to rural literacy, the author set up two investigations in the Chiduku and Seki Tribal Trust Lands of Rhodesia. The results of both studies are reported. Accelerated literacy instruction was introduced and innovativeness was measured in the following farm season. It was indexed by finding out when respondents had adopted nine recently introduced farming practices. Methods used at Chiduku were improved for the later Seki study by weighing the innovations according to their importance and complexity and by gaining some control over extraneous variables. The major constraints to adoption of innovations were lack of labor, oxen, and equipment. The Seki findings indicate that literacy instruction and innovativeness do not appear to be related, nor does there appear to be a delayed effect. The author "cautiously concludes" that illiteracy alone does not appear to be an immediate major obstacle to agricultural development. On the contrary, evidence suggests that economic "take off" in the context of improved opportunity structure precedes the demand for literacy instruction. Implications for rural development programs are described. A 34 item list of references, including the author's preliminary studies, is included. (MS)

ED 080 885 CE 000 101

Health Manpower in South Carolina. Report of the Task Force on Health Manpower.

South Carolina State Advisory Council for Comprehensive Health Planning, Columbia.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Dec 70

Note—50p.; Page 20 is of marginal legibility

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Health Needs, Health Occupations Education, *Health Personnel, *Health Services, *Manpower Needs, Paramedical Occupations, *Statewide Planning

Identifiers—*South Carolina

The factors contributing to the need for an increasing ratio of health workers to total manpower in South Carolina are: demand for more and better health services, augmented by government support; technological advances in medical science; new organization patterns in medical care; rapid increase in population; development of new kinds of community facilities for outpatient care; and the use of increasing numbers of health personnel in diverse settings. The data were derived from available reports, related literature, and surveys. Recommendations were made dealing with the reorganization of responsibility of health personnel in administrative and managerial positions, the development of federal and local government incentives, the restructuring of salary scales, the elimination of outmoded medical jobs, the recruitment of more personnel through better job descriptions, the planning of new and extensive training programs including summer jobs, the cooperation of curriculum planners, and the initiation of programs for paramedical personnel. (Statistics, correspondence, and a list of certification authorities are included.) (KP)

ED 080 886 CE 000 103

Hall, Budd L.

Wakati wa Furaka, An Evaluation of a Radio Study Group Campaign.

Dar es Salaam Univ. (Tanzania). Inst. of Adult Education.

Pub Date 72

Note—59p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, *Developing Nations, *Educational Radio, Information Dissemination, *Political Socialization

Identifiers—*Tanzania

The radio study campaign combined elements of listening group and study group traditions and added group leaders trained in democratic leadership principles, a text book, and a study guide. It was hoped that the campaign would create a deeper sense of national awareness and, by highlighting the achievements since Tanzanian independence, give people a reason for regarding December 9, 1971, as a time for rejoicing. The radio time was divided into segments of fifteen minutes of music, answers to questions sent in by groups, announcements from campaign organizers, and fifteen minutes of actual studies. The program was successful in achieving national scope, reaching the rural population, establishing effective training methods and demonstrating that people can learn from this method. Improvement in the distribution of printed materials is noted as being necessary. (AG)

ED 080 887 CE 000 104

Grabowski, Stanley M.

Recent Developments in Adult Education Research: An Indicative-Type Review of the Literature.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Pub Date Oct 73

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administration, Adult Basic Education, Adult Characteristics, *Adult Education, *Annotated Bibliographies, Educational Planning, *Literature Reviews, Military Training, Professional Continuing Education, Rural Extension

This indicative-type of literature review of research developments in adult education in the years 1970-1973 covers adult basic education, administration and planning, adult characteristics, adult education as a profession, business and industry, continuing education for the professions, cooperative and agricultural extension services, evaluation, international and comparative adult education methods and techniques, military training, and special clientele groups. Under each of these categories, two or three studies are cited to illustrate the kind and the trend of the research. (Author)

ED 080 888 CE 000 106
Olmstead, Joseph A. And Others
Development of Leadership Assessment Simulations.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Report No—HumRRO-TR-73-21
Pub Date Sep 73
Note—83p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation Techniques, *Leadership Training, *Military Personnel, *Military Training, *Simulation
Three organizational simulations were developed to assess three levels of military personnel at Army assessment centers. Eleven leadership diminsions were used in the assessment, simulations were developed to elicit behaviors relevant to those dimensions. Procedures and instruments for evaluating the relevant behaviors were developed, as were materials suitable for training assessment center personnel to use in conducting simulations and performing assessments. It was concluded that organizational simulations contribute an aspect to assessment center programs that is not obtainable through other techniques, that simulations are dependent for valid and reliable data upon observance of standard assessment practices, and that their effective use as assessment devices depends upon the competence of the staff responsible for conducting the simulations and making the assessments. (Author)

ED 080 889 CE 000 107
Olmstead, Joseph And Others
Components of Organizational Competence: Test of a Conceptual Framework.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—HumRRO-TR-73-19
Pub Date Aug 73
Note—117p.; Work Unit:Forge I
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Leadership Training, Management Education, *Military Science, Military Training, *Models, *Organizational Development, *Simulation
Identifiers—Adaptive Coping Cycle
The study was designed to identify and isolate critical organizational processes that influence the effective performance of command and control functions in complex organizations, with the aim of improving ability to control these factors. A framework was developed based on "Organizational Competence"--the capacity of an organization to cope with continuously changing environments--and a supporting method of study was discussed. Analysis was based on seven critical processes constituting the "Adaptive-Coping Cycle". Ten 12-man groups of experienced Army officers participated in an eight-hour role simulation of a light infantry battalion engaged in combat operations. It was concluded that Organizational Competence is a principal determinant of effectiveness, that an organization's ability to respond flexibly to pressures and changes in its environments is related to its competence, and that proficient performance of the identified processes improves effectiveness. A 17-item bibliography is included. (AG)

ED 080 890 CE 000 108
Nejedlo, Robert J., Ed.
A Guide to Career Guidance.
Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield. Div. of Vocational and Technical Education.; Northern Illinois Univ., De Kalb.
Pub Date 73
Note—157p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Career Choice, *Career Education, *Career Opportunities, Career Planning, Guidance Services, *Guides, *Occupational Guidance, *Program Evaluation, Program Planning
The nineteen articles in this guidebook are by former consultants for vocational guidance workshops at Northern Illinois University. Articles are organized in five parts: identifying students' career guidance needs, providing students with helpful career information, assisting students pursuing career programs, preparing students for career placement, and evaluating career guidance programs. The guidebook is designed to provide career education and career guidance personnel with ideas, plans, and procedures which others in the field have found to be useful and to offer ideas for program improvement. (MS)

ED 080 891 CE 000 109
Kimmel, Ernest
Non-Traditional Study and the Adult Student.
Pub Date 73
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Students, Alternative Schools, Educational Innovation, *Experimental Colleges, *External Degree Programs, Higher Education, Independent Study, Open Education, *Post Secondary Education
Nontraditional higher education is a movement toward increasing the options open to an individual in the pursuit of post secondary education. Its major emphasis is in recognition of individual differences and making institutions more flexible in response to them. This paper describes many programs and proposals throughout the country, giving special attention to two: University Without Walls and Empire State College. In most of these programs the institution has some role in planning, defining, or approving the educational direction of students. External degree programs are more often limited to counseling functions. The role of the public library is being broadened to meet the new demands placed upon it. The activities of two organizations sponsored by the College Board and ETS are brought up to date: the Commission on Nontraditional Study and the Office of New Degree Programs. The impact of innovative programs on Traditional higher education is discussed. (MS)

ED 080 892 CE 000 110
Jackson, Mattie P. Taylor, Thomas C.
Child Day Care Demonstration Project for Children of Department of Labor Employees. Final Report.
National Capital Area Child Day Care Association, Washington, D.C.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—DLMA-82-11-72-12
Note—21p.
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-221 28814, HC $3.00, MF $1.45)
Document Not Available from EDRS.
Descriptors—Attendance Patterns, *Child Care Centers, *Day Care Programs, Day Care Services, *Demonstration Projects, Fringe Benefits, Government Employees, Industrial Relations, Parent Participation, Preschool Education, Recruitment
Identifiers—Washington D.C.
A brief overall report is made on the activities of the Department's employer-sponsored child day care center demonstration project for the children of employees. The continuing objectives of the project are to determine the effect of comprehensive child care on employee stabilization, measure the significance of parent participation, and provide a model of employer-sponsored child care. The project provides full day child care services for 60 children of employees. Involvement of parents in center activities is a vital segment of the program. (NTIS)

ED 080 893 CE 000 111
Miller, Joe A. Ferman, Louis A.
Welfare Careers and Low Wage Employment.
Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations.; Wayne State Univ., Detroit, Mich. Inst. of Labor and Industrial Relations.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—DLMA-51-24-69-05-2
Pub Date Dec 72
Note—298p.
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-221 197/7, HC $6.75 MF $1.45)
Document Not Available from EDRS.
Descriptors—Economically Disadvantaged, Employment Level, Employment Potential, Equal Opportunities (Jobs), Job Training, *Low Income Groups, Manpower Utilization, *Poverty Research, Racial Discrimination, *Sex Differences, Unemployed, Wages, Welfare Problems, *Welfare Recipients, Working Women
Identifiers—Michigan
A sample of 1010 low-wage workers in Detroit (stratified by sex and welfare status) were interviewed in 1969. Data were collected on background characteristics, labor market experiences, and work career histories. The data relate to sexism as an important determinant of income in low-wage groups (women earn less and have lower status jobs), training and education effects on wage determinations and work careers characterized by instability and lack of access to institutional memberships such as unions. (NTIS)

ED 080 894 CE 000 112
75,000 High School Seniors, Their Educational and Vocational Plans: Results of a Survey of Indiana's High School Senior Class of 1969.
Purdue Univ., Lafayette, Ind. Office of Manpower Studies.
Report No—Manpower-R-70-1
Pub Date 30 Apr 70
Note—218p.
Available from—Director, Office of Manpower Studies, Purdue University, SCC-A, Lafayette, Indiana 47907 ($1.75)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Academic Aspiration, *Grade 12, *Occupational Aspiration, Statistical Data, *Statistical Surveys
Identifiers—Indiana, Manpower Research
Data from 46,500 questionnaires were compiled out of a possible 78,000 sent to Indiana high school seniors. 75,315 of the seniors completed high school in the 1968-69 school year. Twenty-four questions were asked relating to characteristics of the high school senior, characteristics of the head of household, vocational and employment plans of seniors, reasons why some seniors do not intend further education or training immediately upon graduation, plans of seniors who do intend further education or training, and selected inter-relationships and comparative data. The report is a 45-page summary of the tables which append the document. The statistical tables are arranged according to the thirteen regions of the Indiana Vocational Technical College. Concluding the document is a list of the number of seniors in Indiana high schools, the number of seniors completing the questionnaire, their main occupational choice, a copy of the questionnaire, and a bibliography of Manpower reports. (AG)

ED 080 895 CE 000 113
Belbos, Nancy, Ed.
Youth Encounters the World of Work. Seminar Series No. 4.
Minnesota Univ., Minneapolis. Center for Youth Development and Research.
Pub Date Aug 73
Note—60p.
Available from—Center for Youth Development and Research, University of Minnesota, 301 Walter Library, Minneapolis, Minnesota 55455 ($0.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Political Socialization, *Seminars, Values, *Work Attitudes, *Youth, *Youth Problems
Identifiers—*World of Work
In seminar dialogues, the relationship of youth to the world of work, values related to work, the economic realities, definitions of work, and planning for youth and work were discussed among faculty and students of the University of Minnesota and several members of the general citizenry of the Minneapolis-St. Paul area. It was concluded that the idea of what can be construed as work needs to be expanded, and that we are going to have to be more creative and more accepting of a broad spectrum of life and work styles. (This monograph is a condensation of ideas gathered from eight monthly seminars.) (AG)

ED 080 896 CE 000 115
Vitola, Bart M. Brokaw, Leland D.
Comparison of 1970 and 1971 Air Force Enlistees by Draft-Vulnerability Category.
Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.
Report No—AFHRL-TR-72-49
Pub Date Mar 73

Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Education, Armed Forces, *Comparative Analysis, *Military Personnel, Military Service
Identifiers—Draft, *Selective Service
The study characterizes the 1971 enlistees by relating their education, race, age, and test performance to their perceived draft vulnerability as high, moderate, or low draft pressure, or not eligible for the draft, and comparing them to the 1970 accessions. It was found that the 1971 accessions demonstrated less aptitude and were less well-educated than the 1970 group, an appreciable rise being noted in the number of accessions having 11 years or fewer of education. The data suggest that, under present incentive enlistment programs, zero-draft manpower resources at the higher aptitude levels may be more limited. (AG)

ED 080 897 CE 000 117
Harris, George W. O'Fallon, O. Kenneth
Cost Analysis of Secondary School Vocational Technical Education Programs.
Tennessee Research Coordinating Unit for Vocational Education, Knoxville.; Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
Pub Date Jun 73
Note—114p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Cost Effectiveness, Program Costs, Secondary Education, *Technical Education, *Unit Costs, *Vocational Education
Identifiers—*Tennessee
Delivery costs per contact hour for secondary school vocational technical education in Tennessee were gathered from January to June 1973. A sample of six selected schools teaching 58 courses in 109 separate classes was used. Data were analyzed to determine direct and indirect costs per student contact hour for each course with and without consideration of site value, total cost per student contact hour per course, total cost of educating a student in each course, and projections of course and program costs for a five year period. Results are presented in tables and text. There was no evidence that size of school or geographical location was important in determining the cost level. Teachers' salaries were found to be the largest direct cost. Cost factors and projected costs reported in this study can be useful for planning and budgetmaking. Three additional studies are recommended. Terms are defined and forms used are given in appendixes. (MS)

ED 080 898 CE 000 118
Derryck, Dennis A.
Improving the Retention Rate of Indentured Apprentices Placed by Apprenticeship Outreach Programs.
Brandeis Univ., Waltham, Mass. Florence Heller Graduate School for Advanced Studies in Social Welfare.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—DLMA-82-25-71-36-1
Pub Date May 73
Note—188p.
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-221 245/4, HC $3.00 MF $1.45)
Document Not Available from EDRS.
Descriptors—*Apprenticeships, *Construction Industry, Employment Opportunities, Employment Problems, *Equal Opportunities (Jobs), Federal Legislation, Industrial Relations, Job Tenure, Manpower Utilization, *Minority Groups, *Racial Discrimination, Skilled Workers
Identifiers—*Apprenticeship Outreach Program
The study examines the retention problems of minority apprentices in the construction industry. It examines personal characteristics, factors internal to the job, factors external to job, and their effects upon retention in four cities: Denver, Cleveland, Dallas, and Philadelphia. A brief account of the labor market experiences of inactive apprentices is also included. Customs and tradition within the industry, discrimination because of race, and on the job problems are noted as principal factors affecting minority retention. Federal antidiscrimination laws are discussed and recommendations are made. (NTIS)

ED 080 899 CE 000 119
Henderson, Harold L. And Others
A Study of Operator and Mechanic Training Needs in the Transit Industry. Volume II, Appendices. Final Report.
Intext, Scranton, Pa. Transportation Research Div.
Spons Agency—Urban Mass Transportation Administration (DOT), Washington, D.C.
Report No—UMTA-MA-06-0011-71-2
Pub Date Dec 71
Note—147p.; Volume I available as PB-221 359
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-221 360, MF $1.45 HC $5.45 or PB-221 358-SET for set of 2 reports, HC $13.00)
Document Not Available from EDRS.
Descriptors—Employment Projections, *Field Interviews, Industrial Training, Instructional Materials, *Job Training, Manpower Needs, Questionnaires, Service Vehicles, *Surveys, Training Objectives, *Training Techniques, *Transportation
Identifiers—*Mass Transit Industry
Surveys of 188 transit properties and on-site visits were conducted to determine the training needs of operators and mechanics in the urban mass transportation industry. The appendices include listings of respondents and sample copies of the survey questionnaires and visit reports. (NTIS)

ED 080 900 CE 000 120
Analysis of Labor Market Adjustments in the Clerical Temporary Help Market: 1953-1960.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—DLMA-91-05-70-48-1
Pub Date Jul 71
Note—196p.; Ph.D. Dissertation, Stanford University
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 935, MF$1.45 HC$3.00)
Document Not Available from EDRS.
Descriptors—Business Cycles, *Clerical Workers, Employment Opportunities, *Employment Patterns, Employment Qualifications, *Labor Economics, *Labor Market, Labor Supply, Manpower Utilization, *Personnel Selection
Identifiers—*Temporary Help Service Industry
This report is a theoretical and empirical study of the clerical temporary help labor market with particular reference to how that market was affected by changing states of the permanent labor market. Special attention is paid to the hiring process and to the determination of worker quality over the business cycle. Data for the study were obtained from a large temporary help service (THS) in San Francisco; in all, there are 10,000 clerical workers (typists and stenos) in the sample, which covers eight years (32 quarters). The most significant findings for manpower analysis are that in each market the average quality of those used deteriorated as the number dispatched rose, other things equal. This suggests that the THS selected only its best applicants for use in any given period, although other tests demonstrated that only in very "loose" labor markets did the THS discriminate among its "acceptable" applicants in making assignments. (NTIS)

ED 080 901 CE 000 123
Henderson, Harold L. And Others
A Study of Operator and Mechanic Training Needs in the Transit Industry. Volume I, Findings and Conclusions. Final Report.
Intext, Scranton, Pa. Transportation Research Div.
Spons Agency—Urban Mass Transportation Administration (DOT), Washington, D.C.
Report No—UMTA-MA-06-0011-71-1
Pub Date Dec 71
Note—398p.; Volume II available as PB-221 360
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-221 359, MF$1.45 HC$9.00 or PB-221 358-SET for set of 2 reports, HC$13.00)
Document Not Available from EDRS.
Descriptors—Employment Projections, *Field Interviews, Industrial Training, *Job Training, Manpower Needs, Service Vehicles, *Surveys, Teaching Models, Training Objectives, *Training Techniques, *Transportation
Identifiers—*Mass Transit Industry
Surveys of 188 transit properties and on-site visits were conducted to determine training needs of operators and mechanics in the urban mass transportation industry. Volume I presents findings and conclusions of the study with reference to survey methodology, site visit interviews and observations, questionnaire results, and specific recommendations for training development. Analyses of present and future manpower requirements and technology advances underscore the need for an industry-wide training development model. The on-site surveys included relevant non-transit training programs. A transit development model is presented along with future manpower and technology trends in the industry. Organization and operation of a training academy is also discussed. (NTIS)

CG

ED 080 902 CG 006 887
Okultich, Peter V. Marlatt, G. Alan
The Effects of Varied Extinction Conditions Following Acquisition on a 100 Per Cent Rewarded Task in Alcoholics and Nonalcoholics.
Pub Date May 71
Note—15p.; Paper presented at the Midwestern Psychological Association Meeting, 6-8 May 1971, Detroit, Michigan
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Alcoholism, *Behavior Change, *Extinction (Psychology), Inhibition, *Operant Conditioning, Punishment, Reinforcement, Response Mode, Stimuli, *Task Performance
The purpose of this study was two-fold: (1) to determine whether alcoholics will show greater persistance in responding under punishment in a simple operant task as compared to nonalcoholics; and (2) with this task, under what conditions alcoholics will suppress their responses to the same extent as nonalcoholics. In the task, all subjects during acquisition received training with monetary reinforcers symbolizing rewarding aspects of drinking, followed by one of three extinction conditions symbolizing possible unpleasant aspects of drinking: (1) punishment only; (2) simultaneous reward-punishment; and (3) nonreward. The main finding was that following acquisition, alcoholics in the punishment-only and in the reward-punishment condition failed to suppress their responses to the same extent as the nonalcoholic controls. The author discusses implications for treatment procedures drawn from the conclusion that punishment is not an effective agent for the modification of behavior in alcoholics. (Author/LAA)

ED 080 903 CG 006 898
Stanwyck, Douglas J. Felker, Donald W.
Intellectual Achievement Responsibility and Anxiety as Functions of Self-Concept of Third to Sixth Grade Boys and Girls.
Pub Date 71
Note—23p.; Paper presented at the American Educational Research Association, 4-7 February 1973, New York, New York
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Academic Failure, Age Differences, *Anxiety, Elementary School Role, Elementary School Students, Measurement, Research Projects, *Responsibility, *Self Concept, Sex Differences
Identifiers—Children's Manifest Anxiety Scale, Intellectual Achievement Responsibility Questionna, Piers Harris Self Concept Scale
Three test instruments were used in a self-concept study of 373 school children in grades three through six: (1) the Piers-Harris Self-Concept Scale; (2) the Intellectual Achievement Responsibility Questionnaire; and (3) the Children's Manifest Anxiety Scale. The study explored the relationship of self-concept to acceptance of responsibility for intellectual achievement and anxiety over intellectual failure, particularly as a function of age or sex. Results show that, across the grades, pupils with low self-concept gradually assume less responsibility for school success. Pupils with high self-concept gradually increase their acceptance of responsibility for success from grade three to five, maintaining a high level of acceptance in grade six. Girls consistently score higher than boys on measures of anxiety. Pupils with low self-concept show much higher anxiety levels in all grades examined than pupils with high self-concept. Boys with low self-concept

showed a generally consistent decrease in anxiety from fourth grade to sixth. The authors anticipate that a longitudinal design study might indicate the establishment of self-concept levels prior to the third grade, in which case attempts to enhance self-concept would need to begin at the outset of the school experience. (Author/NMF)

ED 080 904 CG 006 923

Kaple, James

Attitudes Toward Illegal Drug Users.

Pub Date Dec 71

Note—54p.; Paper presented at the XIII Interamerican Congress of Psychology, 18-22 December 1971, Panama

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activism, Adult Characteristics, *Attitude Tests, *Behavior Development, Disadvantaged Groups, *Drug Abuse, *Measurement Instruments, *Predictive Measurement, Research Projects, Research Tools, Socioeconomic Status

As concern over illegal drugs and drug-related behavior is a relatively recent phenomenon, there are little data available on the correlates and/or determinants of drug-related attitude-behaviors. The research done generates confused and often conflicting results, largely due to failure to specify level of attitude-behavior measured. This project develops a scale of attitude-behavior toward drug users according to the Guttman Facet Theory. Measured variables determined to be potential predictors and/or correlates of drug-related attitude-Behaviors are: (1) demographic status; (2) socio-psychological status; (3) contact with drug users; and (4) political activism. An attitude-behavior questionnaire and a personal data questionnaire were administered to 666 individuals in five groups selected for their known range of attitudes toward drug users. Results suggest that political activism and efficacy do not consistently predict attitude behavior. Factors which appear to account for significant portions of the variance are: (1) voting behavior; (2) participation in rallies; (3) contact with drug users; and (4) efficacy. The attitude behavior scale developed in this study may be of help in future research relating different predictors of drug-related attitude behavior to different subgroups. (Author/NMF)

ED 080 905 CG 007 138

Wallston, Barbara

The Effect of Sex as A Variable in Help Seeking.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Apr 72

Note—13p.; Paper presented at a Symposium of the American Educational Research Association, 3-7 April 1972, Chicago, Illinois

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Females, *Helping Relationship, Individual Psychology, *Inhibition, *Males, *Role Perception, *Sex Differences, Social Attitudes, Stereotypes, Task Performance

This report examines inhibition in help-seeking for male subjects. Using a male and female experimenter, the study examined the following five variables: (1) sex of helper; (2) sex role appropriateness of task; (3) anticipated future audience interaction; (4) sex role ideology of subject; and (5) self esteem of subject. The report concluded that, for high self-esteem males, help-seeking is inhibited in male-oriented tasks. Men appear to be limited by sex stereotyped training, a factor which affects their requests for tutoring, counseling, and other helping services. By deemphasizing sex-appropriate behavior and decreasing the pressure on men to be independent, we can free them to seek help when it is needed. Not only will such freedom allow better utilization of services, but even more importantly it will allow men to grow as individuals. (Author/LAA)

ED 080 906 CG 007 155

Wright, George N. Reagles, Kenneth W.

The Economic Impact of an Expanded Program of Vocational Rehabilitation.

Wisconsin Univ., Madison. Regional Rehabilitation Research Inst.

Pub Date 71

Note—87p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Agencies, *Cost Effectiveness, *Culturally Disadvantaged, *Economic Factors, Human Services, Manpower Utilization, Physically Handicapped, *Rehabilitation Counseling, *Vocational Rehabilitation

Through an analytic technique this monograph studies the economic impact of the ratio of benefits to costs of the vocational rehabilitation process. The primary purpose of the research was to compare the relative value of the rehabilitation for the culturally disadvantaged to that of the medically disabled by benefit-cost analysis. The results of the study confirm the effectiveness of the public rehabilitation process, which can also be effective with the culturally disadvantaged, when the counselor focuses on their vocational adjustment. The present study presents dramatic evidence of the viability of a working plan in which social and rehabilitation service agencies can work together to deal with the problem of cultural disadvantagement. (Previously announced as ED 064 473.) (Author/LM)

ED 080 907 CG 007 408

Gross, Stanley J.

What Future for Student Personnel Work?

Pub Date Mar 72

Note—14p.; Paper presented at the American Personnel and Guidance Association Meeting, 27-31 March 1972, Chicago, Illinois

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Environment, College Students, *Counselor Functions, Futures (of Society), Learning, *Objectives, *Social Change, Student Personnel Services, *Student Personnel Work

The author cites resons to be both optimistic and pessimistic about the futures of student personnel work. The basis of his optimism lies in the professional commitment to human learning goals and the expertise to become the instrument of learning valuation at a time when such a reordering of university priorities is probably critical. However, the threat to student personnel work is in its dependence on an interpretation of goals which value propriety over learning, restraint over liveliness, control over order and the status quo over change. This is an interpretation which is passe because it has delivered insufficient support and skill to the development of human potentialities. The major part of this presentation defines and discusses the relevance of five conditions--support, accommodation, access, credibility, and assimilation--which appear necessary to sustain an environment in which learning is valued. (Author/LAA)

ED 080 908 CG 008 008

Phelps, William R. Reno, Jack

An Outline for a Course of Study; Joint Training.

West Virginia State Board of Vocational Education, Charleston. Div. of Vocational Rehabilitation.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.; West Virginia Univ., Morgantown.

Pub Date Dec 72

Note—132p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Client Caseworkers, *Counselor Training, *Curriculum Guides, Organizational Development, Physically Handicapped, *Rehabilitation Counseling, *Team Training, Trainable Mentally Handicapped, *Welfare Recipients

Joint training of rehabilitation counselors and social caseworkers has the potential for developing and improving professional techniques to increase the number of handicapped welfare recipients who can be rehabilitated. A regional curriculum for Virginia, West Virginia, Maryland, Delaware, Pennsylvania, and the District of Columbia, this joint training effort is designed: (1) to foster awareness, interest and cooperation between sponsoring agencies and employers of the disabled; and (2) to strive to develop a program effective in helping disabled welfare applicants and recipients overcome barriers to rehabilitation. The course of study: (1) facilitates communication and understanding between agencies; (2) clarifies the teamwork approach and problems encountered in joint-agency efforts; and (3) provides the Department of Welfare and Division of vocational Rehabilitation with an interagency joint orientation. The units of study outlined include role identification, client evaluation, delivery of service system, community resources, and feedback system between cooperating agencies. (Author/NMF)

ED 080 909 CG 008 034

Clifford, Earle W., Ed. And Others

A Decade of Development: The Best of Ten Years. An Anniversary Publication of Selected Papers. Adult Student Personnel Association, Inc.

Adult Student Personnel Association, Inc.

Pub Date 73

Note—61p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Counseling, *Adult Development, *Adult Education, *Adult Students, Conference Reports, Evening Colleges, *Evening Counseling Programs, Evening Programs, Evening Students, Student Personnel Services

"The Best of Ten Years," a publication of the Tenth Annual Conference for the Adult Student Personnel Association, Inc. (ASPA), contains prophesies for the future in addition to a chronicle of concerns of the decade. Articles included are: Financial Aid for Evening Students (Sol Jacobson); The Programming and Counseling of Adult Transfer Students (Victor Yanitelli); Education and Reality (Emerson Coyle); Research Projects and Current Ideas for Student Personnel Workers in Adult and EveningEducation (Thomas Gates); New Directions for Student Personnel in Evening Education (Eugene Johnson); Needed--New Forms of Services to Adult Students (Reuben McDaniel, Jr.); Implications for Counseling the Adult (Goldie Kaback); Imagery of a New Thrust (P. Bertram Phillips); Counseling Patterns with Puerto Ricans (Milton Silva); The Legal Responsibilities of Student Personnel Administrators (J. Stewart Grad); The Two-Year College and the Adult in the Seventies (William Birenbaum); and Counseling the Adult Student (Peter Meyer). (WK)

ED 080 910 CG 008 041

Dunlap, Virginia E.

The Development and Analysis of a Peer Counseling Program at Patrick Henry High School.

Pub Date Jul 73

Note—188p.; Ph.D. Dissertation, Walden University

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Counselor Client Ratio, *Counselor Role, Guidance Services, High School Students, *Peer Counseling, Personal Growth, Program Descriptions, Secondary School Counselors, *Student Participation, *Student School Relationship, *Student Volunteers

A peer counseling program was instituted in a California high school to: (1) expand the guidance services of the school by utilizing trained students; (2) make school more meaningful for the peer counselors through personal growth and involvement; and (3) determine the feasibility of implementing peer counseling projects in other high schools in the district. Five professional counselors and speakers in related fields assisted in the teaching and training of a peer counseling class of 48 students. The course was offered first semester, followed in the second semester by the Field Training Phase of the program. Evaluation methods included: (1) subjective measurement; (2) consultation; (3) feedback; (4) participant-observation; (5) written instruments; and (6) staff observations. Data indicated that more students were reached and helped with peer counselors; and more assistance was provided than would otherwise have been possible. The majority of the peer counselors found that school became more meaningful and that they experienced personal growth in attitudes toward themselves and others. The peer counseling approach allows counselors to become guidance leaders for staff and students, and allows students to become co-partners in their own development. The program may serve as a model for other high schools. (Author/NMF)

ED 080 911 CG 008 069

Krain, Mark

Inadequacies in Formal Approaches to Theory Development in Family Sociology and Some Ideas About Alternative Procedures.

Pub Date Apr 73

Note—24p.; Paper presented at the Midwest Sociological Society Meeting, 25-28 April 1973, Milwaukee, Wisconsin

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Deductive Methods, *Family (Sociological Unit), Linguistics, *Linguistic Theory, Logic, *Research Methodology, Scien-

tific Research, Sociolinguistics, *Sociology, *Theories

The purpose of this paper is to make some comments designed to stimulate some unconventional thought in connection with the problem of developing sociological theory. The author questions the extent to which social science research follows scientific procedures based on a "hypothetico-deductive" format and the extent to which its propositional structure is derived from theory. Arguing against the informality of social science procedures, the author seeks more textual closure by defining terms, unpacking the verbal formulations into simpler components, analyzing the nature of statements, identifying all variables, and making explicit the relationship between them. The report includes an examination of some underlying assumptions about social phenomena derived from linguistics research. Rather than supporting deductive theory, the author suggests that the interpretive form of understanding expressed in ordinary prose can be used to discover facts amidst the complexity in which they exist. (Author/LAA)

ED 080 912 CG 008 075

Lighthall, Frederick F.

Anxiety as Related to Thinking and Forgetting. What Research Says to the Teacher Series, Number 30.

National Education Association, Washington, D.C. Association of Classroom Teachers.

Pub Date May 64

Note—32p.

Available from—National Education Association, 1201 Sixteenth Street, N. W. Washington, D. C. 20036 ($0.25, quantity discounts)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Anxiety, Arousal Patterns, Educational Experience, Fear, *Memory, *Psychological Patterns, Reactive Behavior, School Phobia, *Teacher Role, Thought Processes

The purpose of this pamphlet is to increase teachers' comprehension of anxiety and its relation to children's thinking and forgetting, to their problem solving ability and their sense of competence. The pamphlet describes four parts of the anxiety experience: 1) the anxiety cue, the particular thought, memory, or sensation which precipitates the anxiety affect; 2) the anxiety affect, emotion somewhat like that experienced in fear, which is unpleasant and demands relief; 3) the primary anxiety reaction, a defensive or withdrawing move by the anxious person; and 4) the adaptive anxiety reaction, a self-concept or considerable courage to face fear. The pamphlet also examines stages in danger judgment, ways of reacting to danger, and the function of purposeful forgetting which becomes habitual when the danger is unavoidable and beyond mastery. The booklet concludes by providing teachers with cues for identifying anxiety in the classroom, and with specific strategies for helping the student to cope with that anxiety. (Author/LAA)

ED 080 913 CG 008 076

A Proactive Guidance Approach Through Involvement.

Dependents Schools (DOD), Tokyo (Japan). Pacific Area District 1.

Pub Date Feb 73

Note—53p.; Paper presented at the American Personnel and Guidance Association Meeting, 9-12 February 1973, San Diego, California

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Classroom Environment, Curriculum Development, *Decision Making, Guidance, *Instructional Materials, Interdisciplinary Approach, Multimedia Instruction, *Self Concept, *Student Participation, *Teamwork

A proactive guidance approach focuses on the child's self-involvement in his decision-making and in his subsequent responsibility as an individual and as a member of an interacting society. The decision-making process places emphasis on the school's creation of a learning environment which enhances a child's natural inquisitiveness about himself and the work in which he lives. This approach utilizes a multidisciplinary orientation in implementing the educational program through team involvement of staff members and through a variety of classroom models. The booklet provides a detailed examination of specific concepts that characterize the proactive guidance approach as they relate to students, teachers, staff, parents, and curriculum. The major portion of the booklet consists of learning activities, of materials for projects, and of implementation suggestions for these ideas. (Author/LAA)

ED 080 914 CG 008 077

Little, Steven And Others

Effects of Relative Status on Spacing in a Group.

Pub Date May 73

Note—12p.; Paper presented at the Midwestern Psychological Association Meeting, 9-11 May 1973, Chicago, Illinois

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Achievement, *Group Dynamics, *Group Status, Interaction, Performance, *Self Concept, *Space, Space Orientation, Status, Success Factors

Based on the theory that performance success will equate positively with a feeling of achieved status, this study investigated the effects of achieved status in relation to personal space. It was hypothesized that a person with high achieved status would, given the opportunity, place himself in a position of prominence, and maintain more personal space than would a person with low achieved status. Subjects received performance evaluations on a contrived project, thereby achieving either a high or low status. They were subsequently invited to seat themselves aroung an "art object" where personal space could be determined. The data supported the hypothesis that achieved status affects both the quality and quantity of space occupied in a group situation. These results suggest that success, or at least lack of failure, induces one to assume a position of importance. (Author/LAA)

ED 080 915 CG 008 103

Teahan, John E.

A Study of the Values and Attitudes of Black and White Police Officers.

Wayne State Univ., Detroit, Mich. Dept. of Psychology.

Spons Agency—Michigan State Dept. of Education, Lansing.; New Detroit, Inc., Mich.

Pub Date Dec 72

Note—245p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Changing Attitudes, Educational Programs, Interpersonal Relationship, Negro Attitudes, Personal Values, *Police, *Police Community Relationship, *Race Relations, *Racial Attitudes, Role Playing

Better understanding, openness, and trust among black and white police officers would increase police effectiveness in dealing with police-community relations. This study discusses a program to improve black-white police relations through role playing techniques and small group interactions on problems of human relationships. Longitudinal in design, the study assesses: (1) changes in values and attitudes over time; (2) optimal implementation time for the training program; (3) effectiveness of the program; and (4) the attitudinal effect on officers of precinct assignments and inter-racial contact. Some positive changes took place in the attitudes of black officers participating in the program during academy training. Negative attitude changes occurred in white participants and spread to white non-participants. A similar program conducted a year later avoided the severe backlash effect by downplaying its racially-motivated aspects. It, too, failed to improve black-white relations in any significant way. It appears that polarization between black and white officers begins upon entrance to the police academy, although a training program can sensitize each group to the other. Precinct assignment has little impact on values but strong impact on attitudes development, with duty in white precincts fostering undesirable viewpoints about blacks among both black and white officers. The study suggests that rotating precinct assignments for all officers would be a helpful step in combating stereotypic racial attitudes among all police. (Author/NMF)

ED 080 916 CG 008 105

Varenhorst, Barbara B.

Peer Counseling: Trained Teenagers Reaching Peers in Human Relations.

Pub Date Feb 73

Note—6p.; Paper presented at the American Personnel and Guidance Association Meeting, 11 February 1973, San Diego, California

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adolescents, *Communication Skills, Counseling, Counselor Role, Ethical Instruction, *Human Relations, *Peer Counseling, Peer Relationship, Practicums, *Program Descriptions, Secondary School Students, Trainers

Identifiers—Palo Alto Peer Counseling Program

The Palo Alto Peer Counseling program, now finishing its third year of operation, is described. The first year was a pilot year in which the idea was tested and the beginning draft of a curriculum developed. The second year was a developmental year, in which the practicum groups were started as students who had taken the 12-week training the previous spring started their assignments. In this year the first course was offered for adults wishing to become supervisor-trainers. The third year, now ending, was the experimental year when the program is being systematically evaluated. The overall program is discussed with the philosophical foundation included and the future goals for development outlined. (Author)

ED 080 917 CG 008 120

Proceedings: ACPA Commission II Orientation Workshop.

Oakland Univ., Rochester, Mich. Div. of Student Services.

Pub Date Feb 73

Note—58p.; Paper presented at the American College Personnel Association; Commission II on 2-3 February 1973 in Rochester, Michigan

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Students, Females, *Models, Negro Students, *Orientation, Study Skills, Transfer Students, Veterans Education, *Vocational Counseling, *Workshops

This workshop provided an opportunity for persons in higher education to participate in the development of an orientation program model for community colleges, small liberal arts college, medium-sized colleges, and large institutions. The workshop focused attention on career counseling, study skills, the minority student, the transfer student, the returning veteran, and women students. Accordingly, the report presents six papers that deal with these issues. Reports from the task forces formed by workshop participants from community colleges, public universities, and small, private four-year colleges summarize suggestions for orientation programs appropriate for their student populations. The report discusses the results of a 1972 survey of orientation programs at institutions across the country, and concludes with an annotated bibliography pertinent to the issues raised. (Author/LAA)

ED 080 918 CG 008 125

Hazeur, Felicie B.

Symposium on "Dealing With Types of Test Biases When Black Students Are Concerned"--The Transition from High School to College: How Do We Bridge the Gap?

Pub Date 73

Note—12p.; Paper presented at the American Personnel and Guidance Association Meeting, 9-12 February 1973, San Diego, California

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adjustment Problems, *College Freshmen, *Cultural Differences, Culture Free Tests, Motivation, Negro Education, *Negro Students, Racial Factors, Symposia, *Test Bias, Urban Education

In determining whether black freshmen are ready for college, the author examines the social-psychological realities from which they emerge. A poor concept of efficient utilization of time and organization, coupled with a weak academic self-discipline perpetuates a dangerous beginning for the black freshman. Parental lack of exposure to college does little to reinforce motivation, sense of direction, and self-concept. The document discusses ways of coping with the black student's problems in higher education and defines separation as a failure to prepare him for the culture in which he must function. The author also condemns one-way integration as a source of personal maladjustment for many black students and as a reinforcer of the dichotomy in American life. She concludes that only when we accept and appreciate mutual peculiarities and differences will our efforts take on new meaning and become viable exercise of professionalism. (Author/LAA)

ED 080 919 CG 008 137

Ganschow, Laurie H. And Others

Practical Career Guidance Counseling, and Placement for the Noncollege-Bound Student: A Review of the Literature.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No—AIR-346-6-73-TR

Pub Date Jun 73

Contract—OEC-0-72-4986

Note—199p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Counseling Services, Counselor Training, *Information Needs, Literature Reviews, Minority Groups, *Noncollege Preparatory Students, *Occupational Guidance, *Occupational Information, Placement, Womens Education

This thorough review of the literature highlights six recurrent themes: (1) Women, minority students, and students from low income families have not obtained occupational information and assistance in relating their abilities and interests to career options and skills training programs. (2) Placement services within the school improve school accountability as well as the relationship of the school to the business community. (3) Current experiments with computerization of information for counseling do not appear to be cost-effective. (4) Counselor education does not prepare counselors for practical career guidance needed by the noncollege-bound. (5) Credential requirements inhibit employment of personnel who might bring practical information to the noncollege-bound. (6) Personnel working with noncollege-bound students are not providing practical career guidance services. The study cites specific recommendations in accordance with these findings. (Author/LAA)

ED 080 920 CG 008 139

Harris, Hobart And Others

Reaction to Attitudinal Deviance: Impact of Deviate's Net Agreement and Direction of Change.

Pittsburgh Univ., Pa. Dept. of Psychology.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date May 73

Note—12p.; Paper presented at the Eastern Psychological Association Meeting, 3-5 May 1973, Washington, D. C.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Students, *Conformity, *Dissent, Evaluation, Group Behavior, Group Dynamics, *Majority Attitudes, Males, Opinions, *Reactive Behavior

A review of the literature and research on group reactions to attitudinal deviance precedes the present study in which group members confronted an individual who always agreed, always disagreed, agreed then disagreed, or disagreed then agreed with modal group opinion. In addition to evaluations of the target individual, dependent measures also included attributions of the motives underlying his stability or change and direction and magnitude of the subject's own opinion change. Results suggest that as long as an individual's final responses agree with modal group opinion, he is evaluated significantly more favorably than a consistent opinion correctness, desire to demonstrate assertiveness, and desire to see self as similar to attractive others. Agreement is attributed more to desire to be liked and desire to see self as similar to attractive others. (Author/LAA)

ED 080 921 CG 008 143

Liston, Walter

Moblus Strips, Perquackey, and the Dutch Chocolate Apple.

Pub Date Feb 73

Note—39.; Paper presented at the American Personnel and Guidance Association, 9-12 February 1973, San Diego, California

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adolescents, *Behavior Change, Behavior Problems, *Behavior Theories, *Games, Learning Theories, *Performance Contracts, Reinforcement, Therapists

Using a deliberately confusing and frustrating game exercise, the author attempts to present the student's perception of the conflicting demands that the school system places upon him. Despite the dearth of literature on behavior therapy as it relates to the adolescent, the author believes that the behavior therapist can help the adolescent. After exploring the tenets of behavior therapy, the author posits that the school might constitute an excellent place for the use of contingency contracts. An adolescent's ability to abide by his contract tells those around him that he is becoming more mature and responsible. He tends to live by the image which he himself has set up by abiding by his contract which further reinforces the attitudes of the adults around him and the spiral of adaptive behaviors. The report includes an example of a family behavioral contract that states general and specific privileges and responsibilities. (Author/LAA)

ED 080 922 CG 008 151

Wright, E. N. McLeod, D. B.

Parents' Occupations, Student Mother Tongue and Immigrant Status: Further Analysis of the Every Student Survey Data.

Toronto Board of Education (Ontario). Research Dept.

Report No—R-98

Pub Date Sep 71

Note—26p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Performance, Ethnic Groups, *Immigrants, Language Handicaps, Language Proficiency, Non English Speaking, *Occupations, *Parental Background, *School Surveys, *Working Parents

Identifiers—Canada, Toronto

An earlier survey analyzed data (a) by New Canadian status and (b) by occupational categories for students in public schools in Toronto, Canada. This study undertakes a more detailed analysis of the relationship between occupational categories and New Canadian status by providing for additional analyses of other non-school variables, such as the student's mother tongue and immigrant status. Since the concern of the school system lies with the individual child, this study uses student based data rather than census-type data based on head-of-household. Much of the data in this report regarding ethnic groups and their occupations seems consistent with expressed attitudes regarding immigrants. Occupational status among different ethnic groups does not always match the school success of the children from those groups. Proportions of ethnic populations in various occupations appear to be related more to mother tongue than to whether or not the student was born in Canada, and to whether or not English was the student's first language. Numerous tables and demographic maps are appended. (Author/LAA)

ED 080 923 CG 008 178

Anzalone, J. S., Ed.

Workshops for Counselors: Focus on the Black Student, 1970, 1971, 1972.

Southern Regional Education Board, Atlanta, Ga.

Spons Agency—American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Pub Date 73

Note—66p.

Available from—Southern Regional Education Board, 130 Sixth Street, N. W., Atlanta, Georgia 30313

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Counseling Effectiveness, *Counseling Services, Cultural Factors, Economic Disadvantagement, Junior Colleges, *Negro Students, Post Secondary Education, School Integration, Secondary School Counselors, Testing, *Workshops

Identifiers—Jackson State College

This report summarizes the activities of three workshops on pre-college counseling, and includes several of the presented papers. The workshop series brought together more than 200 secondary school counselors, junior college representatives, and other guidance personnel. The participants, black and white, gathered to examine counseling services for black students seeking to enter post-secondary institutions. Specific Papers included in the report deal with imperatives for counselors in the 1970's cultural factors influencing counseling in integrated schools, problems faced by black and white counselors with desegregated student bodies, and the commitment of colleges and universities to serve black students. (Author/LAA)

ED 080 924 CG 008 201

Characteristics of American Youth: 1972. Current Population Reports, Series P-23, No. 44.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Mar 73

Note—46p.

Available from—U.S. Government Printing Office, Washington, D.C. 20402 ($1.25)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Census Figures, *Demography, *Educational Status Comparison, *Employment Level, Income, Marital Status, Migration, Statistical Data, Veterans, Voting, *Youth

Identifiers—Bureau of the Census

This population report describes young persons between the ages of 14 and 24 born during a period of high birth rates that followed the end of the Second World War. It includes data on their numbers, racial composition, school enrollment; educational attainment; marital status, family composition, fertility, migration, voting behavior, labor force status, occupation, income, and veteran status. It presents extensive tables that analyze each variable and that show their interaction. Obtained from the March and October 1972 Current Population Survey conducted by the Bureau of the Census, the data may reflect some error from response, reporting, and sample variability; however, the report provides tables for deducing standard error measures. (Author/LAA)

ED 080 925 CG 008 204

Lowery, Tamara C., Ed.

Your Chance to Live: Teacher's Manual.

Defense Civil Preparedness Agency (DOD), Washington, D.C.; Far West Lab. for Educational Research and Development, San Francisco, Calif.

Pub Date Sep 72

Note—82p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Objectives, Civil Defense, *Emergency Programs, *Emotional Adjustment, Emotional Response, Prevention, Psychological Patterns, Rescue, *Safety Education, *Teaching Guides

This teacher's manual attempts to prepare students to respond to any disaster by providing information about natural and manmade disasters, general strategies for preparedness, survival techniques, a rationale for effective community action, the knowledge needed to face the emotional shock of disaster, and familiarity with the roles and responsibilities of federal, state and local agencies. Each chapter includes a statement of goals and objectives, questions and learning activities, individual projects, and evaluation in the form of essays or quizzes. The manual lists resources available to the teacher for instruction on civil defense, forest fires, heat waves, tornadoes and thunderstorms, hurricanes, floods, earthquakes and tidal waves, technological failures, environmental pollution, nuclear disaster, warning systems, and home shelters. (Author/LAA)

ED 080 926 CG 008 206

Albino, Judith E.

Sex Differences on Factor Dimensions Related to Withdrawing from College.

Pub Date Apr 73

Note—21p.; Paper presented at the American Educational Research Association Meeting, 15-19 April 1973 in New Orleans, Louisiana

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement, College Students, Dropouts, Females, Males, *Motivation, *Sex Differences, *Student Problems, Theories, *Withdrawal

Recognizing that voluntary withdrawal from college is inextricably associated with achievement needs, this study used achievement motivation theory to examine: (1) whether women function differently from men in achievement-oriented situations; (2) whether they differ in their reasons for leaving college; and (3) whether achievement level, as measured by grade-point average, is differentially related to the problems reported by each sex. The Problems Inventory section of the Exit Interview Questionnaire provided the primary source of data which was later factor analyzed. The current research reveals quite clearly that male and female students have experienced different types of problems prior to the decision to withdraw from college. Women

seemed more concerned with personal adequacy, performance, or specific personal needs in their environment, while men more often reflected philosophical concerns related to education and career choice, or problems of a financial or physical nature. (Author/LAA)

ED 080 927 CG 008 211
Hummel, Thomas J. And Others
Client 1: A Computer Program Which Simulates Client Behavior in an Initial Interview.
Pub Date Feb 73
Note—42p.; Paper presented at the American Educational Research Association Meeting, 26 February - 1 March 1973, New Orleans, Louisiana
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Processes, *Computer Programs, Counselor Educators, *Counselor Performance, *Counselor Training, Interaction, *Interviews, Man Machine Systems, Relationship, *Simulation, Theories

The objective of this research was to create a general computer program which simulates client behavior in an initial counseling interview. Through interaction with the counselor, a programmed client progresses toward the goal of verbalizing a special problem statement. Client movement is a function of the simulated variables: threat value of counselor and client statements, strength of the relationship, and an index of counselor competence. The simulation project is valuable as a means of training and evaluation in counselor education and in studying counselor cognitive processes. It also provides an opportunity to test the sufficiency of an explicit set of theoretical constructs for explaining client behavior. (Author/LAA)

ED 080 928 CG 008 212
Dell Orto, Arthur E.
A Community-Based Multilevel Approach to Drug Treatment and Rehabilitation.
Pub Date May 73
Note—11p.; Paper presented at the American Personnel and Guidance Association Meeting, 23-27 May 1973, Atlanta, Georgia
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Programs, Community Responsibility, *Drug Abuse, Drug Education, Facilities, *Rehabilitation Programs, Residential Centers, *Residential Programs, *Therapeutic Environment, Therapy

The failure of incarcerative approaches in the alleviation of drug abuse combined with the advent of more liberal public opinion toward drugs has resulted in the development of various rehabilitation treatment methods. The complexity and heterogeneity of the problem, however, indicate the desirability of a multidimensional approach which integrates traditional resources and innovative concepts. Residential treatment facilities provide a structure to incorporate a multilevel approach which is dependent upon community responsibility and commitment, which are necessary conditions for a successful rehabilitation program. This article explores issues surrounding drug treatment, presents components of a residential treatment program, and discusses implications for the community in the area of drug rehabilitation. (Author/LAA)

ED 080 929 CG 008 220
Sorrentino, Richard M. Short, Judith Ann
Performance in Women as a Function of Fear of Success and Sex-Role Orientation.
Pub Date 73
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement, Anxiety, Fear, *Females, Inhibition, *Performance, Psychological Patterns, *Role Perception, *Sex Differences, Social Influences, *Success Factors

The present study was designed to test hypotheses derived from Horner's theory concerning the effect of the sex-role orientation of the situation on the arousal of the motive to avoid success in women. The study compared the performance of women high and low in the motive to avoid success in a male-oriented and a female-oriented situation. It was found that women performed significantly better (p.01) in the male-oriented than in the female-oriented situation, with this difference between conditions being greater for those women scoring high rather than low in the motive to avoid success (p.05). These results are inconsistent with an inhibitory anxiety explanation of motive to avoid success. The possibility that the measure of this motive may in part be a measure of ability is discussed. (Author)

ED 080 930 CG 008 221
Yeas, Marlynas A. Pascal, Charles E.
Convergent, Divergent, and Esthetic Ability and Bias in College Students: Their Relation to Personality and Preference for Major Subject and Instructional Method.
Pub Date Feb 73
Note—26p.; Paper presented at the American Educational Research Association Meeting, 26 February - 2 March 1973, New Orleans, Louisiana
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bias, *Cognitive Ability, College Students, *Convergent Thinking, *Creativity Research, Creativity Tests, *Divergent Thinking, Personality Assessment, *Research Reviews (Publications), Teaching Methods

This report reviews the research on creativity assessment and on biases in creativity measures. The study attempts to clarify the relative bias of convergent and divergent ability and esthetic preference, and their relative bias to aspects of personality and educational preferences involving both subject matter and instructional method. A modified view of divergent thinking emerges which separates the creative, "artsy" student from the intelligent, scientific student. Such separation seems to be a consequence of the role of divergent thinking as a secondary indicator of the esthetic mode of thought, which in turn, seems to reflect a fundamental mode of cognition. Further study of cognitive bias promises a fuller understanding of the development, as well as the present state, of individual personality, cognition, and behavior in the school system and in society at large. (Author/LAA)

ED 080 931 CG 008 227
Long, Thomas E., Ed. Hudson, George R., Ed.
Shared Responsibility in Student Record Keeping and Dissemination.
Counselor Education Press, State College, Pa.
Spons Agency—Meyer Research Inst. of Law, New York, N.Y.
Pub Date 73
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Guides, *Confidentiality, Educational Accountability, Ethics, *Information Dissemination, Post Secondary Education, Secondary Schools, *Student Records, *Student Rights, Student School Relationship

This monograph presents three papers which examine policy questions and the conflict inherent in safeguarding individual rights to privacy and the management of pupil records. The first paper discusses the Russell Sage Document that outlines guidelines for the collection, maintenance, and dissemination of pupil records. To reduce the legal vulnerability of the school in the matter of student records, the document recommends informed consent from parents and pupils, verification of accuracy, limited access, selective discard, and appropriate use of information about students. The second paper deals with problems associated with school records and shared responsibility for student records between public secondary and public post-secondary schools. The third paper addresses itself to "in loco parentis", and student records in shared responsibility situations between secondary schools and institutions of higher education. The monograph concludes with the presentation of specific guidelines for use in shared student records alliances. (Author/LAA)

ED 080 932 CG 008 229
Pepyne, Edward W.
Automated Analysis of Counselor Style and Effects: The Development and Evaluation of Methods and Materials to Assess the Stylistic Accuracy and Outcome Effectiveness of Counselor Verbal Behavior. Final Report.
Hartford Univ., West Hartford, Conn. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.
Bureau No—BR-1-A-067
Pub Date Jun 73
Grant—OEG-1-72-0005(509)
Note—145p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Automation, Behavioral Science Research, *Computer Programs, *Counseling Effectiveness, *Counselor Performance, Evaluation, *Interviews, Response Mode, *Verbal Communication

This project attempts to develop, evaluate and implement methods and materials for the automated analysis of the stylistic characteristics of counselor verbal behavior and its effects on client verbal behavior within the counseling interview. To achieve this purpose, the project designed a system of computer programs, the DISCOURSE ANALYSIS SYSTEM. The system accepts uncoded typescripts of counseling interviews as input and performs the following functions: (1) divides counselor and client responses into independent clause units; (2) classifies response units into subcategories; (3) tabulates parameters of each speaker's contributions; (4) provides a summary tabulation of counselor and client responses; (5) classifies counselor response units into 14 empirically derived categories; (6) provides a cumulative record of selected client response types in relation to counselor response types; (7) provides a process-outcome analysis relating counselor style to changing patterns of client responses; and (8) rates counselor verbal behavior in accordance with three counseling styles. (Author)

ED 080 933 CG 008 230
Ratliff, Richard G.
The Effects of Reinforcement and Developmental Stage on Learning in Children. Final Report.
Colorado Univ., Boulder. Dept. of Psychology.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-0534
Pub Date Jun 70
Grant—OEG-8-71-0018(508)
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age, *Children, *Discipline, Discrimination Learning, *Learning Processes, *Learning Theories, Punishment, Reinforcement, Research Projects, Sex (Characteristics), *Task Performance

A series of investigations which simultaneously manipulated parameters of reinforcement and age and sex of children were conducted in order to further describe the learning process in children. In addition, an attempt was made to relate perceived parental discipline to performance in the discrimination learning tasks employed in this research. The overall findings of this research, while complex, were that children perform better for punishment for incorrect choices, whether verbal ("wrong") or material (response cost), than for reinforcement for correct responses, whether verbal ("right") or material (token). In addition, the effect of reinforcement and punishment on discrimination learning were found to vary both with the age and sex of the child and the sex of the reinforcing agent. No relationship was found between perceived parental discipline and performance. (Author/LAA)

CS

ED 080 934 CS 000 341
Reading for Information and Enjoyment, Kindergarten through Grade Twelve. (Tentative).
Utah State Board of Education, Salt Lake City. Div. of General Education.
Pub Date 70
Note—141p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Behavioral Objectives, Content Reading, Individualized Reading, Literature Appreciation, Oral Reading, Reading Comprehension, Reading Diagnosis, *Reading Instruction, *Reading Programs, Reading Readiness, *Reading Skills, Reading Tests, Study Skills, *Teaching Guides

As a beginning point from which a teacher may use his own insights and understandings to launch, enrich, or strengthen a reading program, this tentative guide to reading offers some ideas, suggestions and guidelines that can aid the teacher in meeting the individual needs of his students. Activities and techniques are built upon a continuum so that the child can progress at his own rate and according to his diagnosed needs. Objectives and philosophies are first stated and

serve as the foundation for the remaining chapters, which are given to (1) the teacher as a person, (2) the nature of the learner, (3) organization of the local reading program, (4) readiness, (5) reading for enjoyment, (6) reading in the content areas, (7) diagnosis, (8) word attack skills, (9) comprehension, (10) study skills, and (11) oral reading. The focus of each chapter is defined and subdivided into skills and concepts, behavior, prescription, and reference. Appendixes provide information on approaches to reading, reading tests, sources of help, and district sponsored materials, and a bibliography is included. (HS)

ED 080 935 CS 000 609

Bozman, Maurice Wilson

The Contribution of Selected Variables to the Diagnoses of Problem Readers by a Reading Specialist in the Areas of Phonics and Comprehension.

Pub Date 72

Note—119p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-9680, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Elementary Grades, *Reading, Reading Ability, *Reading Clinics, Reading Comprehension, *Reading Consultants, *Reading Diagnosis, *Reading Research, Reading Skills, Reading Tests, Remedial Reading

The purpose of this study was to assess the extent of the relationship between test data of problem readers diagnosed in a reading center and the kinds of recommendations made by a reading specialist at the center in the areas of phonics and comprehension. A second dimension was to assess the agreement of the diagnoses in the areas of phonics and comprehension made by a center reading specialist with those of a panel of external reading specialists who used the same data. Ninety-seven children in grades two through six were tested and diagnosed in a Reading Diagnostic Center. Data included sex, age, grade level, and the results from eleven diagnostic reading tests. Some of the findings included: (1) the significant contributors to the prediction of diagnoses in the area of phonics were the Spache Sight Vocabulary Level, Botel Reading Inventory--Vowel Sounds and Consonant Blends, and Detroit Tests of Learning Aptitude--Verbal Opposites; (2) the significant contributors to the prediction of diagnoses in the area of comprehension were the Detroit Tests of Learning Aptitude--Oral Direction, and the Informal Reading Inventory--Instructional Level and Comprehension Level; and (3) the extent of agreement between the diagnoses of the reading specialist at the center and external specialists was .75 in phonics and comprehension remediation. (Author/WR)

ED 080 936 CS 000 623

Rousch, Peter Desmond

A Psycholinguistic Investigation into the Relationship Between Prior Conceptual Knowledge, Oral Reading Miscues, Silent Reading, and Post-Reading Performance.

Pub Date 72

Note—372p.; Ph.D. Dissertation, Wayne State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-12,588, MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Cloze Procedure, *Concept Formation, *Grade 4, Oral Reading, Perception, Psycholinguistics, Reading Ability, *Reading Comprehension, Reading Processes, *Reading Research, Reading Skills, Silent Reading

Twenty-eight fourth graders, categorized as having high or low conceptual awareness, were used in this study to examine the effect of conceptual background on overt reading behavior; to compare overt reading behavior to post-reading performance; to analyze the relationship between overt reading behavior and cloze test behavior and performance; to examine the effect of prior conceptual knowledge on overt reading behavior and oral and silent post-reading performance; and to compare the processing of cloze material with overt reading behavior. Groups read a story orally or silently and then undertook a retelling task or a cloze test. One group took the cloze test without first reading the story. Some of the fifteen findings cited include: (1) readers with prior conceptual knowledge are at an advantage in processing syntactic and semantic information; (2) redundant features of the text tend to be ignored by readers who bring conceptual insights to the task; (3) while prior conceptual knowledge is related to comprehending, it is not reflected in comprehension as measured by cloze test performance; (4) loss of deep structure, as reflected in cloze insertions, is not related to cloze test scores; and (5) there is evidence that cloze procedure requires syntactic, rather than semantic ability. (Author/HOD)

ED 080 937 CS 000 625

Newby, Maybelle Reid

Piaget's Theory of the Development of Concrete Logical Thinking: Implications for the Elementary Curriculum.

Pub Date 72

Note—153p.; Ed.D. Dissertation, The University of Tulsa

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-10,948, MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Processes, *Curriculum Development, *Elementary Grades, Learning, Mathematics, *Thought Processes

Identifiers—*Piaget Cognitive Development Theory

The intent of this study was to discern implications for elementary curriculum inherent in Piaget's theory of the development of concrete logical thinking. Five generalizations regarding concrete operational thinking were used as a basis for discussing the implications of Piaget's theory for an elementary curriculum. Implications focused on operational thinking, learner participation, and social involvement. Further clarification of these implications was attempted through their application to a subject-centered grade school curriculum. Attention was given to alterations in the goal; learning experiences provided in mathematics, science, reading and the language arts, and social studies; and means of evaluation that would be required to make a conventional school curriculum consonant with Piaget's theory and research. It was determined that schools must: (1) recognize each child as the individual constructor of his thinking processes; (2) pace work in accordance with individual student development; (3) evaluate the quality of thinking as well as the quality of data mastered; (4) provide many concrete objects for manipulation and tasks for student inquiry; and (5) encourage social interaction. (Author/WR)

ED 080 938 CS 000 630

Naylor, Marilyn Jo

Reading Skill Variability Within and Among Fourth, Fifth and Sixth Grade Students Attaining the Same Reading Achievement Score.

Pub Date 72

Note—176p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-10,613, MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Grade 4, Grade 5, Grade 6, Intermediate Grades, Reading, *Reading Ability, *Reading Achievement, *Reading Instruction, *Reading Research, *Reading Skills, Reading Tests

This study investigated subskill variability among and within students demonstrating similar overall reading achievement. Three areas were investigated: differences in mean achievement and variability in specific reading skills among grades 4, 5, and 6, specific reading skill differences among students within grade 4, 5, or 6, and specific reading skill differences within individual students. Ninety-six students in grades 4, 5, and 6 who had scored grade equivalents of 6.4 or 6.5 in overall reading achievement on the SRA Achievement Series were administered three tests to determine the extent of reading subskill differences. Achievement scores in language usage, spelling, science, social studies, and the use of sources were obtained through use of the SRA Achievement Test, Form E. In small group sessions, the subjects were administered the comprehension and vocabulary subtests of the Stanford Diagnostic Reading Test, Level II, Form W. The visual recognition, blending, and oral reading subtests of the Gates-McKillop Diagnostic Reading Tests, Form I were administered individually. The study concluded that no pattern of achievement differentiated slow, average, or rapid progress groups at the same general reading level. General reading scores masked a large degree of individual variability. (Author/WR)

ED 080 939 CS 000 631

Diggs, Vera Mellott

The Relative Effectiveness of the SQ3R Method, A Mechanized Approach, and a Combination Method for Teaching Remedial Reading to College Freshmen.

Pub Date 72

Note—137p.; Ed.D. Dissertation, West Virginia University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-12,937, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*College Freshmen, English, Reading, Reading Comprehension, *Reading Instruction, *Reading Research, Reading Speed, *Remedial Reading, Sciences, Social Studies, Vocabulary

Identifiers—*SQ3R Study Formula

The purpose of this investigation was to discover the relative effectiveness of the SQ3R method, a mechanized approach, or a combination method for teaching reading rate, comprehension, vocabulary, and total reading performance to remedial college freshmen. There were four experimental groups with sixteen subjects in each group and a control group of sixteen subjects. The experimental subjects were assigned to one of four experimental groups: (1) SQ3R method, (2) mechanized approach, (3) mechanized approach followed by SQ3R method, and (4) SQ3R method followed by mechanized approach. The control group received no instruction in reading. The Diagnostic Reading Test: rate, vocabulary, comprehension, and total performance, Davis Reading Test: level of comprehension and speed of comprehension, SRA Better Readers: rate, vocabulary, and comprehension, and informal tests: ability in English, science, and social studies were used to gather pre- and post-test data. The results indicated the SQ3R method followed by the mechanized approach to be superior for general vocabulary and for reading rate. The SQ3R method used throughout the semester was superior for total reading performance, for reading of social studies type of materials, and for vocabulary in context. (Author/WR)

ED 080 940 CS 000 632

Price, Henry Thomas

The Effect of Newspaper Design Complexity on Readership, Comprehension, Interestingness and Pleasingness.

Pub Date 72

Note—105p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-12,802, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*College Students, Educational Research, *Journalism, *Layout (Publications), *Newspapers, Pictorial Stimuli, *Readability, Reading, Reading Comprehension, Reading Interests, Reading Materials

This experiment attempted to provide some insight into the effect of three newspaper design complexity variables on the readership and comprehension of news stories and on judgments of the interestingness and pleasingness of the page designs using the three complexity variables: (1) horizontal and vertical headline pattern; (2) horizontal and vertical picture pattern; and (3) vertical, narrow measure body type setting and horizontal, wide measure body type setting. The experimental vehicle was a four-page tabloid newspaper, page 3 of which was the experimental page with the other three pages being identical for all subjects. The three independent variables were manipulated in all possible combinations, resulting in eight different versions of the experimental page. The newspapers containing the eight versions were randomly ordered and given to 144 college subjects. The subjects were given ten

minutes to read the newspaper and then were to mark how much of each story and picture in the paper they had read and answer comprehension questions. The results indicated that interestingness and pleasingness show a moderate positive relationship (r = .54). A small positive correlation was found between readership of the experimental page and rated interestingness of the page design (r = .22). (Author/WR)

ED 080 941 CS 000 635
Zintz, Miles V.
Corrective Reading. Second Edition.
Pub Date 72
Note—449p.
Available from—Wm. C. Brown Company Publishers, 2460 Kerper Blvd., Dubuque, Iowa 52001 ($7.95 cloth)
Document Not Available from EDRS.
Descriptors—Etiology, Oral Reading, Readability, Readiness, Reading, Reading Achievement, *Reading Diagnosis, *Reading Failure, Reading Improvement, *Reading Instruction, Reading Programs, *Reading Skills, *Remedial Reading, Silent Reading
This book is primarily for the in-service teacher and discusses specific practices required in corrective reading. Some of the chapters and topics include: "Appraising Reading Problems in the Classroom," which discusses steps in remedial reading, the teacher's role, causes of reading failure, characteristics of a good reading program, and the nature of classroom work in corrective reading; "Evaluating Oral and Silent Reading," which looks at silent reading, the cloze procedure, reversals, reading levels, and suggested activities; "Scheduling Time for Corrective Reading Instruction," which discusses the unit method, mechanical equipment, organizing the school day, and case studies; "Teaching the Language-Handicapped Child," which includes language problems of black children and linguistics; "Additional Data Needed for Further Diagnosis," which discusses interest inventories, sociograms, general alertness, and personality inventories; "Attitudes of Teachers toward Students Who Fail," which looks at acceptance, teacher attitudes, and differences in pupil ability; and "Specific Learning Disability," which discusses psychoneurological problems, visual motor exercises, and unusual behaviors. (WR)

ED 080 942 CS 000 639
Morris, Ronald
Success and Failure in Learning to Read.
Pub Date 73
Note—214p.; Published by Penguin Books Ltd., Middlesex, England
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 04783, $2.00 non-member, $1.90 member)
Document Not Available from EDRS.
Descriptors—Beginning Reading, *Reading, Reading Comprehension, *Reading Development, Reading Improvement, *Reading Instruction, *Reading Processes, Reading Programs, Reading Readiness, *Reading Skills, Reading Tests, Remedial Reading
This book discusses the nature of individual differences, eye movements, readiness to read, problems of testing and measurement, and remedial reading teaching techniques. This 1973 revised edition contains two new papers by the author and an extensive introduction by David Mackay. The contents include: (1) "The Contemporary Challenge: Reading in a changing world"; (2) "Understanding the Early Stages: Methods, standpoints, and experiments"; (3) "The Foundations of Comprehension: The nature of responsive reading"; (4) "Towards Reading Maturity: Higher levels of accomplishment"; (5) "Touchstones and Tests: Some problems of measurement"; (6) "Dealing with Backwardness: Remedies and their application"; (7) "What Children Learn in Learning to Read"; and (8) "The Language-Experience Approach Today: Reappraisal and development." A list of references and an index of authors are included. (WR)

ED 080 943 CS 000 660
Spache, George D., Comp.
Sources of Good Books for Poor Readers; An Annotated Bibliography.
International Reading Association, Newark, Del.
Pub Date 69
Note—11p.; Revised edition
Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 304, $0.75 non-member, $0.50 member)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *High Interest Low Vocabulary Books, Reading Instruction, *Reading Materials, Reading Material Selection, *Remedial Reading, *Retarded Readers
This 70-item annotated compilation of sources of materials for poor readers represents a selection from among those available. Lists compiled more than fifteen years ago were eliminated, unless they had unusual depth and merit, for most of their recommendations would not be currently available. Current lists which included only a few scattered items were also omitted. A few sources that are now out of print were included because of the high quality of their recommendations or their coverage of an important reading area. (Author/TO)

ED 080 944 CS 000 661
Durkin, Dolores, Comp.
Reading and the Kindergarten; An Annotated Bibliography.
International Reading Association, Newark, Del.
Pub Date 69
Note—9p.
Available from—International Reading Association, Six Tyre Ave., Newark, Del. 19711 (Order No. 303, $0.75 non-member, $0.50 member)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Beginning Reading, Early Childhood Education, *Early Reading, *Kindergarten, *Reading Instruction, Reading Readiness, Reading Research
This 34-item annotated bibliography was compiled to help professional educators decide whether reading should be taught in kindergarten and, if so, how the instruction should be conducted. The references include varying and even opposing points of view. The authors of the articles are teachers, administrators, professors, and researchers. (TO)

ED 080 945 CS 000 662
Fay, Leo, Comp.
Reading in the Content Fields; An Annotated Bibliography.
International Reading Association, Newark, Del.
Pub Date 69
Note—19p.
Available from—International Reading Assn., Six Tyre Avenue, Newark, Delaware 19711 (Order No. 302, $0.75 non-member, $0.50 member)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Content Reading, *Critical Reading, Elementary Grades, English Education, Mathematics Education, *Reading Development, *Reading Instruction, Reading Research, Science Education, Secondary Grades, Social Studies
This 70-item annotated bibliography on reading in the content areas lists general references on the topic, references relating to critical reading, and specific references in each of the four main subject fields: mathematics, science, social studies, and language arts and literature. Additional bibliographies of the research literature in content area reading are also cited. (TO)

ED 080 946 CS 000 663
Underwood, Benton J. Zimmerman, Joel
The Syllable as a Source of Error in Multisyllable Word Recognition.
Northwestern Univ., Evanston, Ill.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Pub Date Jun 73
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Processes, *College Students, *Learning, *Learning Characteristics, Memory, *Reading Research, *Word Recognition
Two-syllable words were presented singly for study followed by a two-alternative, forced-choice test to 120 college students divided into four groups of 30 each. Half of the new words on the test ("I" words) were constructed by combining two syllables taken from two different study words, and half were neutral words ("C" words). If, as a consequence of study, the memory for a word carries frequency information about each syllable of multisyllable words, the number of errors produced by choosing "I" words should be greater than the number produced by choosing "C" words. The results supported this expectation. Furthermore, differences which occurred during the test suggested that syllabic frequency was further increased during testing. Frequency induction to elements of larger units was proposed as the mechanism by which formal similarity influences recognition. (Author/WR)

ED 080 947 CS 000 672
Kerstiens, Gene, Ed.
Technological Alternatives in Learning; Proceedings of the Annual Conference of the Western College Reading Association (6th; Albuquerque, April 12-14, 1973).
Western Coll. Reading Association.
Pub Date 73
Note—196p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Conference Reports, Individualized Reading, Learning, Reading, Reading Clinics, Reading Diagnosis, *Reading Instruction, *Reading Programs, *Reading Research, Reading Skills, *Secondary Grades, Study Skills
The thirty papers in this Annual Proceedings of the Western College Reading Association (WCRA) were originally delivered at the Sixth Annual Conference in Albuquerque, New Mexico. Topics covered include self-programed control, increasing study-concentration behavior, individualizing a college reading program, human options for human beings, technological alternatives in learning, the reading program at Metropolitan State College, data collection, the use of behavioral contracts, outreach programing for college reading centers, in-service training for instructors, vocabulary building for vocational education students, diagnosis and treatment of text study problems, body language, self-supporting individualized adult reading programs, reading and study skills that predict success in freshman biology, development of a four-level college reading program, proxemics and the college reading specialist, reading resource centers, peer tutoring, programs for the blind and visually handicapped, SQ3R, reading technology, vocational reading, and cognitive centers to develop effective study skills. (WR)

ED 080 948 CS 000 680
Graper, Norman And Others
The Wilson Manual for Implementing Individually Guided Reading, Janesville, Wisconsin.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.
Report No—WP-29
Bureau No—BR-5-0216
Pub Date Sep 69
Contract—OEC-5-10-154
Note—77p.; Report from Project "Models"
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Elementary Grades, *Individualized Reading, Reading, *Reading Diagnosis, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Research, Reading Skills
Identifiers—*Prototypic System for Reading Instruction, WEIRD, Wisconsin Expanding Inventory Reading Development
This working paper discusses the utilization of the Prototypic System for Reading Instruction (PSRI) in the Wilson School at Janesville, Wisconsin. The core of the PSRI is a scope and sequence statement which outlines the skills normally taught in kindergarten to grade six: word attack, comprehension, study skills, self-directed reading, interpretive reading, and creative reading. A cumulative reading record folder provides the teachers with a permanent accounting instrument that can be used for the years the child is in school. A major component of the PSRI is the Wisconsin Expanding Inventory of Reading Development (WEIRD), a series of group assessment tests of reading behavior for the initial placement of children, which enabled the Wilson staff to identify what reading skills learners had, as well as those they needed. The two year experimental program implementing the PSRI for individually guided reading was termed successful by the teachers at Wilson School. (WR)

ED 080 949 CS 000 681
Davis, Floyd W.
The PRIMIR (Primary Individualized Reading) Program.
Pub Date [73]
Note—34p.; Unpublished research conducted in the Seattle School District
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Beginning Reading, Double Sessions, Grade 1, *Individualized Reading, Reading, Reading Achievement, Reading Improvement, *Reading Instruction, Reading Materials, *Reading Programs, *Reading Research, Reading Skills
Identifiers—*Primary Individualized Reading

The purpose of this study was to determine if the Primary Individualized Reading Divided Day (PRIMIR D/D) Program and the non-PRIMIR D/D approaches are effective in the Seattle school system; does the operation of the PRIMIR D/D program justify startup expenses and maintenance costs; is there reason for modifying, continuing, or eliminating the PRIMIR D/D or the non-PRIMIR D/D; and is the operation worthy of dissemination. The PRIMIR program is a method of individualizing the primary reading program through the use of a basal reader as a skills strand supplemented with paperback books and other reading materials to extend skills and efficiency. Over 600 first grade students participated in this experiment to determine the merits of individualized reading. Three experimental groups were formed: divided day with PRIMIR, divided day without PRIMIR, and a control group of similar socioeconomic and achievement level makeup. The results indicated the PRIMIR D/D students showed significant reading achievement gains over the non-PRIMIR students, who showed superiority over the control-traditional students. (WR)

ED 080 950 CS 000 682
Stephenson, Eleanor A.
Keys to Successful Reading.
Southeast Arkansas Educational Service Center, Monticello.
Pub Date Apr 72
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, Reading, Reading Diagnosis, *Reading Improvement, *Reading Instruction, *Reading Materials, *Reading Programs, Reading Skills, Reading Tests

One facet in the development of a good program of reading is conscientious planning. The use of behaviorally stated objectives developed on a weekly, monthly, and unit basis provides the teacher with a means for measurable and meaningful evaluation. Individual diagnosis enables the teacher to know the level of instruction at which to begin a child and the specific reading skills he needs. Informal inventories, diagnostic tests, intelligence tests, ear and eye tests, and interest inventories are meaningful tools to employ at this stage of a reading program. Reading materials should be of varied interests and difficulty levels. This could include several sets of basal readers, supplementary materials, and multi-media materials. With this wide variety of materials a teacher can choose those that are appropriate to the level of each child. Meaningful reinforcement procedures are of high importance in a successful reading program. The most effective reinforcements appear to be those directed toward the positive aspects of a program. A continuous evaluation based on objectives constitutes the final major phase of a reading program. The effectiveness of a program should be measured through an evaluation of the child's progress in relation to the objectives written for that child. (WR)

ED 080 951 CS 000 683
Leider, Arlene
Tutorial Reading Guidebook.
Dade County Public Schools, Miami, Fla. North Central District Curriculum Center.
Pub Date [73]
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Reading, Reading Comprehension, Reading Diagnosis, Reading Games, *Reading Improvement, *Reading Instruction, Reading Interests, *Reading Materials, Reading Skills, *Tutoring, Vocabulary

This guidebook suggests skills, ideas, and activities which should be helpful to the teacher in working with youngsters in the area of reading. Important specifics to be considered in a tutorial situation include: (1) being punctual with appointments, (2) creating stories and games appealing to the interest of the tutee, (3) being encouraging, (4) focusing on learning, (5) varying the activities, (6) selecting materials that are at the appropriate instructional level, (7) teaching inductively, and (8) trying to develop a positive attitude in the tutee toward reading. Specific activities are suggested for developing vocabulary, word analysis, comprehension, and creative expression, and for stimulating interest. An appendix containing the Dolch Basic Sight Vocabulary List and the Sequence of Phonic Skills is included. (WR)

ED 080 952 CS 000 684
Schubert, Delwyn G.
A Dictionary of Terms and Concepts in Reading. Second Edition.
Pub Date 69
Note—376p.
Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62717 ($7.00)
Document Not Available from EDRS.
Descriptors—Definitions, *Dictionaries, Educational Resources, *Reading, *Reference Books

Over 1900 entries are found in this dictionary of terms and concepts in reading. Items were selected by examining the indexes and texts of thirty currently used books in the reading field, perusing articles in professional journals, and collating available glossaries in reading. When controversial terms are encountered, several definitions with accompanying sources are given. In some instances where the author feels an involved treatment of a term would bewilder the reader, only brief definitions are provided. Clinical tests such as the Bender Visual Motor Gestalt Test, the Thematic Apperception Test, and so on, are included, whereas other more familiar tests, such as the myriad silent and oral readings tests, are not. Of the 450 new entries to this second edition much new data have been added in the area of linguistics. (HOD)

ED 080 953 CS 000 685
Merryman, Milisande Louise
The Effect on Reading Comprehension of Matching Syntax in Written Materials to Syntax in Preschool Children's Level of Language Acquisition.
Pub Date 73
Note—125p.; Ed.D. Dissertation, University of California, Los Angeles
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-13,155, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Beginning Reading, Early Childhood, *Language Development, Language Experience Approach, *Preschool Children, *Reading Comprehension, Reading Instruction, *Reading Research

This study investigated the effect on the reading comprehension of preschool children of matching syntactic patterns in written materials to patterns in their level of language acquisition. It also examined whether a language experience method or a prescribed vocabulary method had different effects on the results. Eighty randomly selected subjects between the ages of two years and six years, five months, were randomly assigned to either the experimental (younger, base structure language stage) or the control group (older, pronoun reference language stage). Each group was randomly subdivided into the two method groups. Each child was instructed with sets of reading materials, one using base structures and the other using pronoun reference structures. At the end of four days of instruction, each child was tested for his ability to read sentences from both language stages and to appropriately manipulate toys for the sentence read. The experimental group did learn to read structures which were within their present language acquisition stage and did not learn to read structures which were not. But the control group also did significantly better on the earlier language acquisition than on the later acquisition. The method had no effect at all. (TO)

ED 080 954 CS 000 686
Ruchlis, Hy
Guidelines to Education of Nonreaders.
Pub Date 73
Note—159p.
Available from—Book-Lab, Inc., 1449 37th Street, Brooklyn, New York 11218 ($4.25 paper)
Document Not Available from EDRS.
Descriptors—*Correctional Education, Literacy Classes, *Literacy Education, Psychological Patterns, *Reading Instruction, Reading Programs, Remedial Reading, *Remedial Reading Programs, *Retarded Readers, Secondary Education, Teaching Techniques, Tutoring

Some practical steps for organizing programs for secondary level nonreaders are presented in this book. Included are chapters which describe common characteristics and problems of nonreaders, discuss alternative reading approaches for the teacher or tutor who is not an expert in reading, and explain specific techniques for teaching nonreaders. Two chapters are devoted to methods of organizing programs for readers in schools, community centers, and prisons, including ways of identifying nonreaders and arranging for effective use of student tutors who were themselves former nonreaders or high school dropouts. The second half of the book contains case studies of nonreaders who were successful in learning to read, providing insight into the special methodology required for nonreaders as well as the type of psychological and reading problems encountered. (TO)

ED 080 955 CS 000 688
Eisenhardt, Catheryn
Applying Linguistics in the Teaching of Reading and the Language Arts.
Pub Date 72
Note—136p.
Available from—Charles E. Merrill Publishing Company, A Bell & Howell Company, Columbus, Ohio 43216 ($2.50)
Document Not Available from EDRS.
Descriptors—*Applied Linguistics, English (Second Language), *Language Arts, *Language Instruction, Nonstandard Dialects, *Reading Instruction, Teaching Guides, *Teaching Methods

The purpose of this book is to illustrate how the principles revealed by linguistic research can be translated into classroom practice. Emphasis is placed on: (1) a methodology which offers opportunities for children to create knowledge based on their observations of language tested against their intiutive speech, and (2) a content which is structured to reveal the interrelationships of vocabulary, syntax, morphology, and phonology as elements of meaning. Rather than break down sentences which have already been written, children create their own sentences in terms of problems to be solved. They realize that they possess both a power to manipulate sentences as they create language and an appreciation for many styles of communication as they observe language. The teacher must structure situations in such a way that children can discover for themselves the interrelationships of the elements of language. One chapter each is devoted to the content, the sound, and the structure of language and to English as a second language. An 80-page handbook, "Applying Linguistics in the Classroom," is the principal part of the text. (TO)

ED 080 956 CS 000 689
Schwebel, Milton, Ed. Raph, Jane, Ed.
Piaget in the Classroom.
Pub Date 73
Note—305p.
Available from—Basic Books, Inc., Publishers, 10 East 53 Street, New York, N.Y. 10022 ($8.95 cloth)
Document Not Available from EDRS.
Descriptors—*Child Development, Child Language, Child Psychology, *Cognitive Development, Cognitive Processes, *Educational Theories, *Learning Theories
Identifiers—*Piaget (Jean)

The various chapters in the text provide details of factual situations and teaching practices in the school environment. The authors convey their conviction that the field of experimental pedagogy must remain autonomous while utilizing the findings of psychology and that all hypotheses

derived from psychology must be verified through actual classroom practices and educational results. The role played by actions--children's manipulation of objects--in the development of intelligence and knowledge is stressed by the authors in contrast with the approach of many educators who merely show children the manipulation of objects, either in demonstration or via audiovisual representation. The three parts of the collection are titled The Developing Mind, The Developing Child, and The Developing Teacher. The authors of the various chapters in the book are Beverly Birns, Mireille de Meuron, Eleanor Duckworth, Mark Golden, Howard E. Gruber, Constance Kamii, Jane Raph, Milton Schwebel, Hermina Sinclair, Gilbert Voyat, and David Wickens. The preface is written by Jean Piaget. (TO)

ED 080 957 CS 000 691

Santeusanio, Richard P.

The Relationship of Individual Differences to Two Instructional Approaches in a College Reading-Study Skills Course.

Pub Date 72

Note—94p.; Ed.D. Dissertation, University of Massachusetts

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-14,674, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*College Instruction, Instructional Improvement, *Reading Improvement, *Reading Programs, *Reading Research, *Study Skills, Teaching Methods

Identifiers—College Reading Study Skills Program, *Student Centered Approach

The major purpose of the study was to relate individual differences among selected 1971 freshmen enrolled at Suffolk University, Boston, to their ability to succeed academically through the University's College Reading-Study Skills (CRSS) program, which utilized either a teacher-directed or a student-directed approach. A related purpose was to evaluate the overall effectiveness of the CRSS program. The 87 subjects selected scored below 475 on the verbal section of the Scholastic Aptitude Test and graduated in the bottom 60 percent of their high school classes. They were randomly assigned to one of three groups: a required, non-credit, teacher-directed CRSS class; a required, non-credit, student-directed CRSS class; or a control group receiving no training in reading and study skills. Conclusions of the study were that the CRSS program had only a slight effect on producing significant improvement in the scholastic standing of the students enrolled, and that if alternative instructional treatments are provided for students with different characteristics, a greater proportion of the students required to enroll in the CRSS program should make scholastic improvement. (TO)

ED 080 958 CS 000 692

Cannon, Haskell D.

The Reading Process in the Perspective of Piagetian Theory.

Pub Date 73

Note—222p.; Ph.D. Dissertation, Claremont Graduate School

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-4195, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Beginning Reading, Child Development, Reading, *Reading Processes, *Reading Programs, Reading Readiness, *Reading Research, *Reading Skills, Thought Processes

Identifiers—*Piagetian Theory

The purpose of this paper was to propose a theoretical description of the print reading process based on Piagetian concepts of mental functioning and to explore implications for educators which are compatible with such a theory. The methodology employed proceeds from a general explanation of mental functioning to one particular form, that of print reading. Directed thinking is also considered to be an integral part of the print reading process. Since many diverse views exist regarding this topic, a description of the process and its functioning is included to orient the reader to the particular meaning subscribed to in this paper. Differences in various definitions of thinking are emphasized by comparing three of them with the definition drawn from the works of Piaget. The relationship of language to directed thinking is also discussed. The conclusions are that print reading develops genetically from mental operations connected with spoken language use and that print reading will develop in much the same way spoken language developed if allowed to. Educational implications are that formal reading programs may be detrimental to a child's development if they do not take into account his experimental background and internal mental structures and that programs must be individualized. (Author/WR)

ED 080 959 CS 000 693

Nash, Robert Terry

A Special Education Research Test for the Assessment of Critical Reading Abilities.

Pub Date 73

Note—263p.; Ed.D. Dissertation, Utah State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-13,298, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Critical Reading, Higher Education, Reading, *Reading Research, Reading Skills, *Reading Tests, *Test Construction, *Test Validity

Identifiers—*Special Education Research Test

The purpose of this study was to develop and validate an instrument, the Special Education Research Test (SERT) to assess the critical reading ability of Utah State University Special Education graduate students. Five steps were taken in the development of the instrument. Content validity was determined using a group of regionally and nationally known experts. Areas of content validity dealt with included: (1) that each extract did depict an identifiable error, (2) that the items were proportionately representative of special education research error areas, (3) that the items in the final test forms were the most favorable as discriminators of critical reading in identifying research errors, and (4) that the scoring criteria for evaluating responses to these items were realistic and pertinent. Two scoring procedures, a group and an individual, were used to estimate interscorer reliability. The validation steps employed and the estimates of interscorer reliability across items support the conclusion that the SERT has value as a measure of critical reading ability. (Author/WR)

ED 080 960 CS 000 694

Seals, Caryl Neman

An Investigation of Selected Readiness Variables As Predictors of Reading Achievement at Second Grade Level.

Pub Date 72

Note—76p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-15,232, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Grade 2, Reading, Reading Ability, *Reading Achievement, Reading Comprehension, Reading Development, Reading Instruction, *Reading Readiness, *Reading Research, Reading Skills, Vocabulary

This study was designed to determine the relationship of selected readiness variables to achievement in reading at the second grade level. The readiness variables were environment, mathematics, letters and sounds, aural comprehension, visual perception, auditory perception, vocabulary and concepts, word meaning, listening, matching, alphabet, numbers, and copying. All of the kindergarten students in a small town were administered three readiness tests in April 1970. In January 1972 the thirty students remaining in the school system were administered the New Developmental Reading Tests. It was concluded from the results that the most effective predictors of overall reading achievement at mid-year of the second year in school appear to be auditory perception, letters and sounds, and mathematics. It was also concluded that these variables are independent measures, because the factor analysis showed that they contribute most heavily to different factors. (Author/WR)

ED 080 961 CS 000 695

Manwarren, Mildred Inez

A Validity Study of the Bay Reading Methods Test.

Pub Date 72

Note—90p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-15,186, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Basic Reading, Beginning Reading, Elementary Grades, Grade 1, Reading Ability, *Reading Achievement, *Reading Instruction, *Reading Programs, *Reading Research, Reading Skills, *Reading Tests, Teaching Methods, Vocabulary

Identifiers—Ray Reading Methods Test

The basic purpose of this study was to determine the effectiveness of the Ray Reading Methods Test in predicting the most suitable method of reading instruction for first-grade children. The subjects for this study were 163 first-grade students in thirteen school districts. All the subjects had scored below the thirtieth percentile on the Metropolitan Readiness Test. Twelve teachers taught all students in their classrooms by the method of reading indicated as preferred, while ten teachers taught all students in their classrooms by the method of reading used in that school. All students taught by the method indicated as preferred were considered part of the experimental group. It was found that: (1) an inadequate sample for the linguistic method and an inadequate control sample for the auditory-visual method prohibited a comprehensive examination of the Ray Reading Methods Test, (2) the Visual-Auditory and Language Experience subtests identified a method that facilitated achievement, and (3) significant differences existed between the methods of teaching reading when pupils were taught by a method indicated as preferred. (Author/WR)

ED 080 962 CS 000 696

Kennedy, Gary Wayne

An In-Service Program Designed to Improve the Teaching of Reading Study Skills.

Pub Date 72

Note—134p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-13,276, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Content Reading, Elementary Grades, *Elementary School Teachers, Inservice Education, *Inservice Programs, Reading, *Reading Achievement, Reading Improvement, Reading Programs, *Reading Research, Reading Skills, Social Studies

The purpose of this study was to determine what effect a teacher in-service program in reading study skills had on teacher achievement, teacher attitude, and the relationship between pupil achievement and the in-service treatment experiences of their respective teachers of reading and social studies. Sixteen teachers and their sixteen classrooms of fourth, fifth, and sixth graders constituted the population for this study. Eight teachers were assigned to the experimental group and eight to a control group. The in-service treatment for the experimental group emphasized the teaching of reading study skills in the content fields. The in-service training program included seminars, bi-monthly consultation periods, visitations requested by teachers, and demonstration lessons requested by teachers. With the exception of the demonstration lessons, the in-service program for the control group included the same major facets. Some of the conclusions drawn were: (1) teachers in the experimental group significantly improved in reading achievement; (2) there was improved achievement in vocabulary, social studies, and study skills for pupils instructed in social studies by teachers in the experimental group; and (3) in-service training had little effect on comprehension for both teachers and pupils. (Author/WR)

ED 080 963 CS 000 697

Hickerson, Patricia Louise Roth

Application of a Reading Model to the Reading Syllabi of the Ten Largest U.S. Secondary School Districts.

Pub Date 73
Note—429p.; Ed.D. Dissertation, University of Southern California
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-14,411, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Community Role, Curriculum Guides, Learning, *Models, Reading, Reading Materials, *Reading Programs, *Reading Research, *Secondary Grades, *Urban Schools

The purpose of this study was to design a comprehensive and effective model for a secondary reading syllabus to be used in the educational institutions as controlled by the culturally different community. The model was designed on the basis of recommendations of experts representing the varying points of view of philosophy, sociology, psychology, linguistics, and language arts, on the findings of educational researchers, and on the assumptions that: (1) learning is a cumulative and sequential process; (2) components of the proposed curriculum must be clearly articulated for a workable program; and (3) program materials and procedures should be relevant to the program's objectives as well as to the aspirations and practical demands society holds for young citizens. The major philosophical conclusion drawn from the findings was that an effective reading program must emphasize the individual as a citizen gaining power within a community decision-making body of his peers rather than continuing to emphasize the individual as an isolated, self-determining member of a powerless culturally different community. The reading program must serve as a vehicle for transmitting a central concept--literacy is best promoted in a representative community which controls the educational institution in which reading is related to this control. (Author/WR)

ED 080 964 CS 000 701
Randolph, Huberta V., Ed.
Evaluation in Reading.
International Reading Association. Utah Council.
Pub Date 72
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation Methods, *Evaluation Techniques, Informal Reading Inventory, *Reading Achievement, Reading Development, *Reading Diagnosis, *Reading Instruction, Reading Readiness, Reading Readiness Tests, Reading Skills

Evaluation in reading must be a continuous process. The assessment of readiness, progress, and mastery in the development of skills, concepts, and behaviors must be an ongoing process if the best decisions are to be made for each learner. The articles included in this yearbook offer a variety of assessment techniques, using both objective and subjective devices. Article titles and authors include: "Evaluation: Nine Easy Steps to Improving the Teaching of Reading" by Roger Farr; "The Classroom Teacher's Decision in the Use of Standardized Reading Achievement Tests" by Gabriel Della-Piana; "The Informal Reading Inventory" by Deon O. Stevens; "Informal Diagnostic Techniques" by Mabel S. Clayton; "Measuring the Unmeasurable" by Huberta V. Randolph; "Determining the Size Before Trying It on for Fit" by Morris L. Mower and Gail Johnson; "Evaluating Readiness for Reading" by Darlene Ball; "Instant Error Diagnosis and Prescription" by Ethna R. Reid; and "Keep It Simple!" by Maurine Jones. (TO)

ED 080 965 CS 000 702
Flanigan, Jean Culp
Novels for Class Study in Junior High School: Some Recommendations.
Pub Date Mar 73
Note—104p.; M.S. Thesis, Auburn University
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adolescent Literature, Adolescents, *Annotated Bibliographies, Booklists, *English Instruction, Junior High School Students, *Literature, Literature Guides, *Novels, Reading Research, Secondary Education
Identifiers—Junior Novels

This thesis examines opinions of recognized authorities in the teaching of literature regarding the goals of the literature curriculum in achieving the end of producing students who continue to read for pleasure and enrichment once their formal education is completed. Criteria for selecting novels for adolescents include: (1) readability, availability, and typicality, (2) high interest level, and (3) a recognizable standard of literary quality. Annotated bibliographies of books meeting these criteria are divided into ten major subject categories: personal problems, social problems, adventure, animal stories, historical novels, science fiction, mystery, romance, sports stories, and car stories. (LL)

ED 080 966 CS 000 703
Wicker, Frank W. Evertson, Carolyn M.
Stimulus Concreteness and Mode of Elaboration in Children's Learning.
Pub Date Feb 73
Note—11p.; Paper prepared for the Annual Meeting of the American Educational Research Association (New Orleans, February 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Processes, Decoding (Reading), Grade 1, Learning, Memory, *Paired Associate Learning, Preschool Children, Reading, Reading Development, *Reading Processes, *Reading Research, Recall (Psychological)

Paired-associate (PA) learning of children was investigated as a function of age, stimulus-type, and mode of elaboration. Sixty nursery school children (average age 53 months) and 60 first graders (average age 84 months) were selected as subjects. Each child studied nine pairs of objects, photographs, or drawings for two trials of PA learning by the recall method. In the visual elaboration conditions, the two items of the pair were presented in some visual relationship to each other during study trials (e.g., spoon holding a candle) as each item was named by the experimenter. In the corresponding verbal elaboration conditions, the items were presented visually, side-by-side, and accompanied by an orally presented sentence (e.g., "The spoon is holding the candle."). Five seconds were given for each item in test trials. The results indicated that photographs and objects were associated with more learning than drawings at both ages and with both types of mediational elaboration; but it was suggested that differences among the three types of pictorial stimuli decrease with age. A previously reported Age X Elaboration interaction suggesting a relative disadvantage of visual elaboration for younger children was not replicated. (WR)

ED 080 967 CS 000 705
The Detection and Remediation of Deficiencies in Verbal Understanding of First Grade Students.
Central Arkansas Education Center, Little Rock.
Pub Date 72
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Concept Formation, *Culturally Disadvantaged, Disadvantaged Youth, Grade 1, Language Development, Reading Instruction, *Reading Readiness, Reading Research, *Remedial Programs, Remedial Reading, Self Concept, Student Attitudes, Verbal Ability, *Verbal Development, Verbal Learning

Fifty-five first grade students from low socioeconomic neighborhoods who lacked understanding of fundamental concepts frequently found in preschool and primary instructional materials and who possessed a low self-concept and limited experience were divided into a control and two experimental groups. The Boehm Test of Basic Concepts (BTBC) was administered in October and June. Materials and methods usually found in the district's first grade classrooms were used with all groups. Additionally, in the two experimental groups, teachers used an interpretation of test results as a guide for the remedial instruction, a counselor assisted the students according to their needs, and filmstrips and other materials supplemented the usual classroom materials. One experimental group was also taken on field trips related to situations in their classroom reading materials. A close relationship was found between reading level and BTBC scores, and the number of experimental group children who reached the higher reading levels and achieved higher BTBC posttest scores surpassed the number of control group children who did so. Complete statistical data; the project's behavioral objectives, conclusions, and recommendations; a bibliography; and a list of the classroom materials used are included. (TO)

ED 080 968 CS 000 706
Hintzman, Douglas L.
Memory Judgments. Final Report.
Oregon Univ., Eugene. Dept . of Psychology.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-0343
Pub Date Aug 73
Grant—OEG-X-71-0033 (508)
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Processes, Educational Research, *Memory, Perception, Reading, *Recall (Psychological), *Recognition, *Retention

The usefulness of the method of memory judgments as a tool for studying human memory was explored in this research. The first experiments involved the nature of the information about when an event occurred, the spacing of repetitions of an event, and presentation modality of an event. Results suggested that time and spacing are represented in memory by contextual associations, while modality is represented, in addition, by a literal copy of the perceptual experience. A second group of experiments involved the effect of the spacing of repetitions on retention. They suggested that the locus of the effect is on the second of two presentations of the event and that the effect is primarily a function of duration of the spacing interval. The third group of experiments involved memory for the duration of an interval. Judgments of duration were not found to be related in any simple way to standard recall or recognition measures of memory for events during the interval. (Author/LL)

ED 080 969 CS 000 707
Simon, Louis
Segmented Print as an Aid to the Identification of Polysyllabic Words.
Pub Date May 72
Note—25p.; Adapted from a paper read at the Annual Meeting of the International Reading Assn. (Detroit, May 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Graphemes, Junior High School Students, *Oral Reading, *Pronunciation, Reading, *Reading Research, *Retarded Readers, *Word Recognition
Identifiers—*Segmented Print

This study compared accuracy of word identification in oral reading of materials in which polysyllabic words were spatially divided with performance on undivided materials of comparable difficulty. Retarded readers in junior high schools were tested with two forms of the Gilmore Oral Reading Test. The experimental form presented polysyllables divided into groupings containing positional and marker grapheme clues to pronunciation. The control version was left unsegmented. Subjects performed significantly better with experimental forms than with control versions. However, treatment effect was differentiated according to reading grade level. The 4.0-4.9 reading grade group showed a non-significant difference with segmented print, while those in the 5.0-5.9 and 6.0-6.9 groups registered experimental differences equivalent to six and nine months respectively. These results suggest that segmented print may well serve as an interim treatment for identifiable groups of retarded readers. (Author/LL)

ED 080 970 CS 000 708
Logan, Juanita Fleming, Margaret
Project Reach; Disadvantaged Pupil Program Funds Evaluation, 1971-1972.
Cleveland Public Schools, Ohio. Div. of Research and Development.
Pub Date Dec 72
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Diagnostic Teaching, *Disadvantaged Youth, *Individualized Instruction, Individualized Reading, Inservice Teacher Education, Parent Participation, Primary Grades, Reading Development, Reading Diagnosis, *Reading Improvement, Reading Instruction, Reading Skills, *Remedial Reading Programs
Identifiers—*Project Reach

Project Reach introduced into twelve elementary schools a series of reading strategies designed to provide intensive reading skills development for referred first through third grade pupils dur-

ing the 1971-72 school year. Involving diagnosis of reading difficulty and prescriptive teaching, the program aimed at returning the child to his peer group immediately upon mastery of the skill or skills for which he had been referred. Specifically, the objectives were: (1) to customize reading instruction through the use of differentiated learning materials in the classroom, (2) to inform teachers about a variety of reading instruction approaches and provide training in the use of these approaches, (3) to continue development of a resource center which will distribute materials geared to reach individual reading needs, (4) to provide supportive staff in the project schools for consultative service to teachers and individualized services to pupils, and (5) to facilitate support from parents. The results indicate that from 48 to 92% of the pupils achieved marked or very marked improvement in various reading skill areas; 75% of the teachers who participated utilized flexible teaching styles; and two out of three pupils achieved successful reading performance within the classroom. (TO)

ED 080 971 CS 000 709

Dramer, Dan

Every Teacher a Teacher of Reading--For Only a Week.

Pub Date May 73

Note—7p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Content Reading, Reading, Reading Development, *Reading Instruction, *Reading Materials, *Reading Programs, Reading Skills, *Secondary Grades

Identifiers—*Operation READS, Sewanhaka (Nassau County New York), SQ3R Study Formula

This paper explains the goals of Operation READS (Reading Embracing All Disciplines at Sewanhaka) in helping secondary school subject area teachers develop a favorable attitude toward reading. The program's primary student objective is the acquisition of basic textbook reading skills. Operation READS is an intensive, one week mobilization of all aspects of school life which simultaneously present reading instruction and subject matter teaching. Subject area teachers and reading specialists working together have developed materials which show junior high students that they can read faster and understand and retain more from their books when they apply basic study techniques such as the SQ3R method. The program has been extensively evaluated through performance criteria and teacher questionnaires. All indications are that the program has been successful. (Author/WR)

ED 080 972 CS 000 710

Project READ. Final Project Report.

Fresno County Dept. of Education, Fresno, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Elementary School Teachers, *Inservice Teacher Education, Reading, *Reading Instruction, *Reading Programs, *Teacher Improvement, Teachers

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Project READ

This final report of Project READ--a program aimed at optimum development of communication skills for each learner through an intensive re-education of teacher personnel in diagnosis and prescription procedures--includes sections on statistical data, data for the United States Office of Education, staff development, extent of adoption, extent of participation, program emphasis, and products of the project, and a narrative report which includes a description of participating schools and of the development of the program. (WR)

ED 080 973 CS 000 711

Goodman, Kenneth S., Ed.

Miscue Analysis: Applications to Reading Instruction.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 73

Note—124p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 03677, $2.50 non-member, $2.25 member)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Developmental Reading, Oral Reading, Reading, *Reading Comprehension, Reading Development, *Reading Diagnosis, Reading Improvement, Reading Instruction, Reading Materials, *Reading Processes, *Reading Research, Reading Skills

Identifiers—*Miscue Analysis

This book is a series of essays on the subject of miscue analysis, a diagnostic procedure rooted in the psycholinguistic view of reading. The focus of miscue analysis is on the broad field of reading comprehension rather than the isolated decoding of individual words and letters. The contents of this book include: "Introduction" by Sister Rosemary Winkeljohann; "Miscues: Windows on the Reading Process" by Kenneth S. Goodman; "-Miscue Analysis and the Training of Junior and Senior High School English Teachers" by Jay B. Ludwig and James C. Stalker; "The Module and Miscue" by Jayne A. DeLawter; "Miscue Analysis for In-Service Reading Teachers" by Yetta M. Goodman; "Clinical Uses of Miscue Research" by William D. Page; "Building Instructional Materials" by Laura A. Smith and Margaret Lindberg; "Miscues of Non-Native Speakers of English" by Catherine Buck; "Using Miscue Analysis to Advise Content Area Teachers" by Ernie Nieratka; "Miscue Analysis in a Special Education Resource Room" by Suzanne Nieratka; and "Helping the Reader: From Miscue Analysis to Strategy Lessons" by Dorothy Watson, A bibliography is also included. (See ED 058 008, ED 039 101 and CS 000 667 for related documents.) (WR)

ED 080 974 CS 000 713

Lowther, Barbara Doty

The Effects of Verbal and Monetary Incentives on Reading in Adult Illiterates. Final Report.

North Central Coll., Naperville, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No—BR-1-E-163

Pub Date Aug 73

Grant—OEG-5-72-0013(509)

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Literacy, Motivation, Reading, Reading Ability, Reading Improvement, *Reading Instruction, *Reading Research, *Reading Skills, Reinforcers, *Rewards

The purpose of this study was to determine the relative effectiveness of two teacher-administered rewards, money and praise, on reading subskills of 32 adult illiterates enrolled in adult basic education classes. These subskills were word recognition and paragraph comprehension. Correct responses were rewarded immediately with money, praise, or both, after a no-reward baseline period. These responses were also recorded during a subsequent post-reward period. The performance of correct responses on reading tasks was substantially higher when followed by money (five cents per response) or by money combined with praise than when followed only by verbal praise. This effect persisted after withdrawal of rewards. The success of specific incentives for acquiring skills in reading may depend heavily on teacher acceptance of those rewards. (Author)

ED 080 975 CS 000 714

Otto, Wayne Erickson, Lawrence

Inservice Education to Improve Reading Instruction. Reading Aids Series.

International Reading Association, Newark, Del.

Pub Date 73

Note—51p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 212, $2.00 non-member, $1.75 member)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum Development, *Curriculum Planning, *Inservice Programs, *Inservice Teacher Education, *Reading, *Reading Instruction, Reading Programs, Teacher Improvement

This monograph reflects some of the current thinking about inservice teacher education, with a particular focus on the role of inservice education in improving reading instruction. Chapter one, an introduction to inservice education, attempts to deal with the problems involved in implementing inservice programs as well as to establish the need for them. Chapter two discusses the process of inservice planning and implementation. The topics covered range from the identification of legitimate needs for inservice education, through the steps of implementation, to the evaluation of the efforts expended. Staff roles and responsibilities are dealt with in chapter three. Formats for inservice sessions (e.g., lecture, demonstration, observation, interviewing, brainstorming, role playing, and buzz sessions) are presented in chapter four, and strengthsand limitations of each are considered. Some descriptions of inservice programs that have already been implemented are given in chapter five. (WR)

ED 080 976 CS 000 715

Kaufman, Maurice

Perceptual and Language Readiness Programs: Critical Reviews. Reading Aids Series.

International Reading Association, Newark, Del.

Pub Date 73

Note—61p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 213, $2.00 non-member, $1.75 member)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Beginning Reading, *Instructional Materials, *Language Development, *Learning Readiness, *Perceptual Motor Learning, Program Descriptions, *Reading, Reading Development, Reading Skills, Visual Perception

The purpose of this "Reading Aid" is to help teachers and other school personnel responsible for selecting readiness programs to evaluate those programs they are considering for selection. The programs reviewed here represent a cross-section of the many language and perceptual readiness programs available. The assumption underlying each of these programs is that mastery of the readiness skills identified in the program contributes to later school achievement. The programs discussed range from sets of simple visual-motor and auditory discrimination tasks, to combinations of complex tasks, to tasks involving reception and production of language. The programs are designed to improve oral language or to encourage perceptual-motor development. The programs reviewed include: Peabody Language Development Kit-Level 2, Auditory Discrimination in Depth, Perceptual Training Procedure, Developing Learning Readiness, Pathway School Program, Frostig Program for the Development of Visual Perception, Pictures and Patterns, Fairbanks-Robinson Program-Level 1, and Erie Program. (WR)

ED 080 977 CS 000 716

Weiler, Barbara Wurster, Stanley R.

A Comparison Study of Phonics Skills Developed by Fifth and Sixth Grade Remedial and Corrective Readers.

Pub Date 73

Note—49p.; Unpublished report of research conducted at Arizona State Univ

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Decoding (Reading), Developmental Reading, Grade 5, Grade 6, *Phonics, Reading, Reading Ability, Reading Achievement, *Reading Instruction, *Reading Research, *Reading Skills

The purpose of this study was to compare the phonics skills mastered by three groups of fifth and sixth grade students. Sixty fifth and sixth grade students from an open area school were selected as subjects--14 students were reading at third grade instructional level, 15 students at fourth grade instructional level, and 31 students at fifth grade instructional level. In order to compare the groups, three hypotheses were established: there will be differences in the three groups' mastery of the six phonics skills studied; there will be differences in the phonics skills mastered by the fifth grade students reading below grade level and the fifth grade students reading at fifth grade level; and there will be differences in the phonics skills mastered by the sixth grade students reading below fifth grade level and the sixth grade students reading at fifth grade level. Some of the results indicated that phonics skills mastery varies between fifth and sixth grade students who are reading at fifth grade level and those students reading below fifth grade level. Students reading below fifth grade level had mastered consonant sounds, consonant

blends, and letter sounds. Students reading at grade level could profit from instruction in blending syllables into words. (WR)

ED 080 978 CS 000 717

Travers, Jeffrey R.

The Use of Morphological and Syntactic Regularities in Word Reading. Final Report.

Swarthmore Coll., Pa.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-2-C-080

Pub Date Aug 73

Grant—OEG-3-72-0050

Note—80p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cognitive Processes, *Learning Processes, *Reading Processes, *Reading Research, *Visual Perception

Previous work shows that skilled college level readers tend to apprehend words as wholes, whereas they tend to process random strings of letters as a series of individual letters. Subjects in the study were forced to process words and nonword strings both serially and under conditions which allowed simultaneous processing, and their performances were compared. Five inter-connected studies were performed. Experiment one confirmed the parallel processing effect for words, showing a striking increase in the percentage of words correctly identified as the number of letters present on the screen at any one time increased. Experiment two showed that words could be processed in parallel with a fair degree of accuracy even when letters were displayed in random temporal order. Experiment three attempted to determine whether non-word strings bearing a statistical resemblance to English would show the parallel processing effect but found only weak positive evidence. Experiment four found no relation between the appearance of the effect and either the pronounceability or the frequency of non-word trigrams. Experiment five found no evidence that the effect extends beyond words to short phrases. (TO)

ED 080 979 CS 000 718

Seventh Grade Reading Improvement Program; A Mini-Grant Project.

Central Arkansas Education Center, Little Rock.

Pub Date 72

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Grade 7, *Reading, Reading Achievement, Reading Comprehension, *Reading Improvement, Reading Instruction, Reading Materials, *Reading Programs, Reading Research, Reading Skills, Reading Speed, Vocabulary

Thirteen seventh grade students who ranked low in reading achievement on either or both vocabulary skills and comprehension skills based on their Gates-MacGinitie Reading Test scores were the participants in this project. A program of instruction was developed that included four behavioral objectives in the areas of reading comprehension, vocabulary, speed, and accuracy. A reading achievement program, developed by the Hoffman Information Systems, was the core curriculum for the students in the project. Only three or four students used the Hoffman materials at one time, and the materials were alternated with other curricular materials. The Gates-MacGinitie Reading Test, Survey E, Forms 1 and 2, were administered to obtain pre- and post-test measures. Analysis of the objectives were made with the use of formulas developed specifically for the Gates-MacGinitie Reading Test. The results indicated that the objectives for comprehension skills and speed were achieved, but the objectives for vocabulary and accuracy were not achieved. (WR)

ED 080 980 CS 000 719

Title II Reading Projects Reveal Wide Program Range. ESEA Title II and The Right to Read, Notable Reading Projects No. 10.

Office of Education (DHEW), Washington, D.C.

Report No—DHEW-Pub-OE-73-21101

Pub Date Sep 72

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Disadvantaged Youth, Elective Reading, Elementary Education, Exceptional Students, Reading Habits, *Reading Improvement, *Reading Instruction, *Reading Interests, Reading Materials, *Reading Material Selection, *Reading Programs, Recreational Reading, Secondary Education

Identifiers—*Elementary Secondary Education Act Title II

The reading programs described in the first ten bulletins of reports on ESEA Title II are indexed in this bulletin by subject and by state. The projects have generally been directed toward regular elementary and secondary school programs; however, some have also been coordinated with reading instruction in special types of institutions, such as schools operated by correctional institutions and programs for emotionally disturbed children. The projects have also served such target groups as disadvantaged, gifted, and handicapped children. An analysis of the projects reveals they benefit a total of 398,466 public and private school pupils, with expenditures for reading and other instructional materials amounting to over three million dollars. In addition to the cumulative index, eighteen new projects are briefly described in this bulletin. (TO)

ED 080 981 CS 200 553

Coleman, Virginia Brown

A Comparison Between the Relative Effectiveness of Marginal-Interlinear-Terminal Commentary and of Audio-Taped Commentary in Responding to English Compositions.

Pub Date 72

Note—132p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-4121, MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Caucasians, *Composition (Literary), English, *Evaluation Methods, *Grade 9, Grades (Scholastic), Grading, *Magnetic Tape Cassettes, Negroes, *Racial Differences, Secondary Education, Tape Recorders

The purpose of this study was to investigate the relative effectiveness of an oral response method of theme evaluation, using cassette tapes, and of the traditional marginal-interlinear-terminal response method. The sample consisted of ninth grade students in four English classes. In the two experimental groups cassette tapes were used in theme evaluation while the traditional method was used with the two control groups. In school one, all the subjects were white, except for one experimental group subject who was black. In school two, an inner city school, all subjects were black. The students wrote seven compositions during nine weeks. Data consisted of three impromptu themes, a pretest, an interim test, and a posttest. It was concluded that (1) the audio model was more effective (students achieved a higher mean score on their compositions) in the black school than in the predominantly white school; and (2) the audio model was more effective with students having lower pretest scores than with those having higher ones. An informal attitude survey at the conclusion of the study indicated that the experimental groups in both schools regarded composition writing more favorably than did the control groups. (Author/DI)

ED 080 982 CS 200 554

O'Neill, George Joseph, Jr.

NNE Grammatical Items in the Speech of Negro Elementary School Children as Correlates of Age, Grade, and Social Status.

Pub Date 72

Note—185p.; Ph.D. Dissertation, University of Southern California

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-17,497, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Dialect Studies, *Elementary Grades, Linguistic Patterns, *Negro Dialects, *Nonstandard Dialects, *Social Status, *Socioeconomic Influences, Socioeconomic Status, Sociolinguistics

Identifiers—Negro Nonstandard English (NNE)

This study traces the syntactic interference of the dialect of 176 black children (grades 1-6) living in south-central Los Angeles when they attempt to speak standard English in the school and correlates the amount of interference with certain socioeconomic variables. Syntactical interference items investigated include verb agreement, tense, auxiliary "be" omission, nonstandard verb formation or verb omission, pronoun usage, prepositional usage, multiple negation, possessive formations, pleonastic pronominals, plural forms, "if" construction, and future forms. The nonlinguistic variables included family occupational prestige, a modified occupational prestige scale relevant to the Negro community, age, grade, sex, school, religion, number of siblings, and achievement and/or intelligence test results. Findings indicate (1) the lower the parental occupational prestige, the higher the incidence of linguistic variables, and (2) a marked decrease in the frequency of nonstandard grammatical variables corresponds to a rise in age and grade. The latter finding suggests that the school experience tends to reduce the amount of nonstandard dialect interference. (Author/HOD)

ED 080 983 CS 200 555

Weimer, Wayne Robert

A Perceptuomotor and Oral Language Program for Children Identified as Potential Failures.

Pub Date 71

Note—201p.; Ed.D. Dissertation, The University of New Mexico

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-4000, MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Affective Objectives, Cognitive Objectives, *Grade 1, Learning Disabilities, Low Ability Students, *Oral Communication, *Perceptual Motor Coordination, *Reading Instruction, Reading Programs, Spelling, *Underachievers, Writing

Identifiers—de Hirsch Predictive Index Tests

This study sought to determine whether the de Hirsch Predictive Index Tests would accurately identify children who were potential failures in school. The study also investigated whether a perceptual-motor and oral language program would aid those children identified as potential failures. The Predictive Index Tests were administered to 645 first graders. Having identified 73 potential failures, a follow-up program was conducted with an experimental group. It was found that the Predictive Index Tests were accurate: they identified 26 of 33 children who failed the achievement test after seven months of reading instruction. The perceptual-motor and oral language program aided potential failures as shown by their significantly higher scores on the posttests. It was concluded that a program that matches developmental level and instruction provides the "high risk" child with entry skills for formal reading instruction. (Author/DI)

ED 080 984 CS 200 556

Rogers, Minnie Moss

The Effects of Speech Patterns on Listening Comprehension.

Pub Date 72

Note—116p.; Ed.D. Dissertation, Ball State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-31,615, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Communication, *Communication (Thought Transfer), Educational Research, Elementary Education, *Grade 3, Instructional Materials, Language Patterns, Language Usage, *Listening Comprehension, Nonstandard Dialects, Racial Attitudes, *Speech, Standard Spoken Usage, *Student Teacher Relationship

This study investigated the role that differing speech patterns play in effective communication between teachers and students. Third grade students were tested for listening comprehension of materials presented by teachers. The students were also tested to determine the relationship between racial attitudes and sound of speech and the relationship between comprehension scores and rating scores of listeners. The subjects were forty blacks and forty whites who demonstrated standard English (pattern A) and forty blacks and forty whites who demonstrated deviance from standard English (pattern B). The teachers were one black and one white teacher with speech pattern A and one white and one black teacher with speech pattern B. Among the conclusions reached were that (1) differing speech patterns did not affect the listening comprehension of the

subjects; (2) subjects' attitudes toward the presenters had no relationship to their listening comprehension scores; (3) presenters of a different race than the subjects were rated lower on the rating score than presenters of the same race; and (4) comprehension scores were higher on tests presented by the audiovisual than by the audio mode. (Author/DI)

ED 080 985 CS 200 557

Lindfors, Judith Wells

Two Approaches to the Evaluation of Early Childhood Oral English Programs for Children Whose First Language Is Not English.

Pub Date 72

Note—297p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-7596, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Early Childhood Education, *English (Second Language), English Programs, Evaluation Criteria, Linguistics, *Oral English, Preschool Education, Psychology, *Second Language Learning, *Teaching Methods

Identifiers—Michigan Oral Language Series, Oral Language Bilingual Educational Program

This study discusses two approaches for the evaluation of early childhood oral English programs. The study is intended to assist teachers in selecting a program for students whose first language is not English. The first approach is one in which the evaluator examines a program in the light of his own intuitive, pragmatic criteria; the "Michigan Oral Language Series," one example of this approach, is discussed. The second approach, involves evaluation of a program in terms of an explicit set of previously established criteria; the "Oral Language Development Bilingual Educational Program" is used as an example. In this approach the criteria are established by first providing theoretical assumptions (taken from linguistics, psychology, and pedagogy), and from them deriving teaching strategies, which are subsequently rephrased as questions about techniques of particular programs. The merits of each evaluation approach are considered, and suggestions are made for further refining the evaluation criteria of the second approach. (Author/DI)

ED 080 986 CS 200 558

Mahoney, Nora Belle

Analyses of Selected Studies on Folklore As Applicable to Junior High School English Programs.

Pub Date 72

Note—237p.; D.Ed. Dissertation, The Pennsylvania State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-7458, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Cross Cultural Studies, Cultural Background, *Cultural Education, Cultural Interrelationships, *English Programs, *Folk Culture, Folklore Books, Junior High Schools, Legends, *Literature, *Secondary Education

This study investigated selected topics as universal folklore themes. The goal was to discover, from Indo-European and Afro-Asiatic languages, material that could be used in a secondary English unit that would emphasize the universality of themes in tales from different cultures. Among the conclusions reached were: (1) the Greeks have no monopoly on folklore; (2) there is a similarity among tales from widely separated regions; (3) folklore is very complex and the term should not be associated only with children's fairy tales; (4) men from around the world have developed explanations of how their kind began; and (5) the study of the supernatural should be a valuable intellectual investigation in secondary literature programs. It is suggested that in using a folklore unit the teacher should consider the interests, intellectual maturity, reading ability, and academic background of the students. The teacher should also review traditional folklore units, annotated folklore bibliographies, and popular contemporary literature rich in allusions to folklore. (Author/DI)

ED 080 987 CS 200 562

Winch, Gordon Clappison

The Effects of Different Post-Reading Instructional Procedures on Comprehension Responses to Three Sonnets.

Pub Date 71

Note—123p.; Ph.D. Dissertation, The University of Wisconsin

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-444, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Comprehension, Elective Subjects, English Programs, *Grade 12, Literary Analysis, Literary Genres, Literary History, Morphology (Languages), *Poetry, Secondary Education, *Sonnets, Syntax, *Teaching Methods

This study examined the effects of two instructional practices on cognitive response to three sonnets at the sense level of comprehension. The subjects were twelfth grade students in an elective English program who had not had work in poetry that year before the experiment. One teaching method dealt with morphological, lexical, and syntactical aspects of the poems and the other method was an historical/biographical/genre approach. A control group received no treatment. It was concluded that current practice relying on background material and linguistic-type exercises in the teaching of sonnets to twelfth grade students should be questioned as a means of achieving effective sense level response within one lesson. Further studies might include a wider spectrum of poems, a wider range of subjects, a varied method of presentation, a longer span of treatment, and a test to measure affective response. More research needs to be done on the teaching of poetry, as current techniques are not firmly based on experimental findings. (Author/DI)

ED 080 988 CS 200 563

Brown, Linda Weaver

The Design and Development of An Introductory Course in Afro-American Literature.

Pub Date 72

Note—156p.; D.A. Dissertation, Carnegie-Mellon University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-232, MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*African American Studies, American Literature, *Community Colleges, Curriculum Design, *Curriculum Development, Curriculum Guides, Negro Culture, Negro History, *Negro Literature, *Student Interests

This dissertation describes the development of an introductory course in Afro-American literature for the community college, including goals, rationale, text selection, sample lectures, and class materials. Two lecture sets are provided which include background information for the course. The topic, "Historical Incidents Affecting the Development of Afro-American Literature," is divided into two segments, the first covering the period from the beginnings of slavery through the Civil War, and the second the period from the Reconstruction to the rise of black militancy. A major portion of the thesis involved compiling a profile of the students for whom the course was designed. Factors included are academic achievement and aptitude, economic and family background, and educational goals. Although the profile was developed for a community college course, it could also be a valuable aid for designing courses at other kinds of schools. This dissertation would be useful to those who are interested in, but relatively unfamiliar with, Afro-American literature. It should prove especially useful to faculty members involved in curriculum development. (Author/DI)

ED 080 989 CS 200 564

Chaika, Elaine Ostrach

Models of Grammar and the Pedagogical Problem.

Pub Date 72

Note—217p.; Ph.D. Dissertation, Brown University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-2243, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Case (Grammar), *Instructional Improvement, *Linguistic Theory, Nominals, *Rhetoric, Semantics, Sentence Structure, *Traditional Grammar, Transformation Generative Grammar, Verbs

Current linguistic theories, such as interpretive and generative semantics, are judged theoretically unsound and practically unsuitable for pedagogical purposes. Although the concept of case must be included in a grammar, current case theories are also rejected. The concept of case is redefined, as are the defining criteria for each case. A noun is said to be case-marked only if it can fill the subject, indirect object, direct object, or range positions in a given sentence. All other nouns in a sentence are adjuncts. Every verb is marked for the cases with which it appears, and the beginning of the generation of a sentence is the selection of a verb and its cases. Details of the cycle for generating a sentence, including lexical selection, semantic interpretation, and sentence embedding, are presented. Deviant sentences taken from freshmen themes are examined in the light of this model. The final chapter of this research study shows how abstract linguistic theory can be used in a practical program for teaching rhetoric. (Author/DI)

ED 080 990 CS 200 567

Miller, Jean Sawyer

The Search for Identity in Selected Novels of Hermann Hesse: A Thematic Study for the Secondary Schools.

Pub Date 72

Note—208p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-5744, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Adolescents, English, Fiction, German Literature, Identification (Psychological), *Literary Analysis, Literature Appreciation, *Novels, *Secondary Education, *Thematic Approach

Identifiers—*Hesse (Hermann)

This study used four novels by Hermann Hesse as models to illustrate for secondary school English teachers a thematic analysis of the search for identity motif using the triadic view of individual growth. The novels are "Peter Camenzind," "Beneath the Wheel," "Demian," and "Siddhartha." In summary, this study (1) found that analysis of the question of identity in fiction shows the importance of selecting literature which reflects student problems and interests and which can aid students in self-understanding; (2) gives insight into the characteristics of the identity theme and suggests that analysis of these novels through the triadic view of individual growth may yield generalizations about other novels employing the identity theme; (3) should initiate new perspectives about this theme for both teachers and students. The importance of the search for identity as one of youth's most basic concerns and as one of literature's most characteristic subjects emphasizes the need for possible extensions of this study. (Author/DI)

ED 080 991 CS 200 572

Howell, Margaret Middleton

The Impact of An Inservice Education Program on the Attitude and Behavior of Certain Teachers of the English Language in Pinellas County, Florida.

Pub Date 72

Note—142p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-10,330, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Educational Research, *Inservice Teacher Education, Language Guides, *Linguistics, *Secondary Education, *Teacher Attitudes, *Teacher Behavior, Teacher Improvement, Textbook Selection

In a two-part study to determine if an inservice education program could change attitudes toward language and behavior in teaching language, 34 secondary English teachers took a graduate level linguistics course and participated in a four-day language workshop which included the writing of a language curriculum guide. A questionnaire was then distributed to 248 language teachers (including the 34 who had the special inservice training)

to determine what use the teachers would make of the language guide and a linguistics textbook. It was found that the inservice program had effected significant change in teacher attitudes toward language and that change was also effected in teacher behavior. The program was directly responsible for inservice teachers electing to use the linguistics textbook and the language guide to a greater degree than the non-inservice teachers. To best effect curriculum change, it was recommended that school districts provide continuous inservice education in the teaching of language and that colleges of education encourage practical studies to help facilitate such change in public schools. (Author/MF)

ED 080 992 CS 200 573

Tiedt, Iris McClellan

A Content Analysis of Grammar Presented in Elementary School Textbooks Published Between 1961-1970.

Pub Date 72

Note—121p.; Ph.D. Dissertation, Stanford University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-4612, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Elementary School Curriculum, *English, Grade 6, Language Usage, Linguistics, Sentences, *Textbooks, *Traditional Grammar, *Transformation Generative Grammar

This study investigated the impact of English linguistics on elementary school English textbooks published during the decade 1961-1970. The study examined seventeen sixth grade English texts in order to determine trends in the treatment of English grammar. Data were divided to show contrasts between texts published before Roberts' Series (1961-1965), and after Roberts' Series (1966-1970). It was found that in 1961-1965 traditional Latin-based grammar dominated elementary school English textbooks. Grammar was synonymous with usage and emphasis was on "correct" usage. During the second half of the decade structural and transformational-generative grammar concepts were first presented in the Roberts' Series in 1966. Text writers who followed tended to de-emphasize "correct" usage, but 40 percent still included these concepts. It was concluded that while the eclectic grammar presented in most elementary texts between 1966 and 1970 is prescriptive and out-dated, it does break with the past and open the door to newer concepts of language study that affect the elementary school curriculum. (Author/DI)

ED 080 993 CS 200 579

Ferrier, Stephen Wilfred

College English Courses and Their Effect on Connotative Meanings As Measured by the Semantic Differential.

Pub Date 72

Note—150p.; Ed.D. Dissertation, Harvard University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-8213, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Associative Learning, College Freshmen, College Students, Core Courses, Educational Research, *English Instruction, Semantic Differential, *Semantics, *Student Attitudes, Student Development

To determine the effect of required college level English courses on connotations as measured by the Osgood Semantic Differential and to test whether quantitative differences in semantic profiles would be greater for students in English courses than for students in non-Humanities courses, students in four classes--an upper level world literature course, a freshman communications course, and two freshman biology courses--were administered pre- and post-course tests consisting of sixteen concepts and eighteen scales. At the .05 level of significance, the freshmen in the communications course totaled 57 significant changes, the upperclassmen in the world literature course had 20, with the two control freshmen classes in biology showing 14 and 13 respectively. (Seven significant changes shown by the control groups were on variables rating the concepts "teachers" and "experimenters" and could possibly reflect reactions to the biology course.) Since connotations are closely related to attitudes and thus it is believed that changes in semantic profiles can illustrate changes in attitude, the investigator suggests that the substantially greater number of significant changes demonstrated by the freshman English class indicates that courses which enable students to reassess attitudes and values should be scheduled during this initial college year. (Author/MF)

ED 080 994 CS 200 584

Young, Eleanore Ruth Kerr

The Differential Influence of Three Methods of Sentence Expansion Instruction on the Written Compositions of Second Grade Boys and Girls.

Pub Date 71

Note—105p.; D.Ed. Dissertation, The Pennsylvania State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-19,408, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Composition Skills (Literary), Educational Research, *Grade 2, Linguistics, Primary Education, *Sentence Structure, *Sex Differences, Tape Recorders, Teaching Techniques, *Transformations (Language)

Compositions written by 66 second grade boys and girls in one control and two experimental groups were analyzed to study the effect of 21 instructional sessions in sentence expansion and to determine which of the instructional methods employed was most beneficial to a particular sex group. Lesson plans for the control group were parallel to two text-workbook treatments of sentence building, while material covered in the two experimental groups dealt with expansion of sentences with words and phrases expressing time, place, and manner; with adjectives preceding nouns; and with subordination of ideas in adverbial clauses. One experimental group used pencils and paper for the independent exercises while the other experimental group used tape recorders. Results indicated that children seem to improve their written composition through instruction in sentence expansion, and that a differentiation of instructional techniques for the sex groups may be profitable since boys performed best using tape recorders, while girls excelled when responding with pencils and paper. (Author/MF)

ED 080 995 CS 200 585

Hart, Margaret Murlee Shaw

An Assessment of the Ability to Manipulate Syntactic Structures As Described by Transformational Grammar Theory.

Pub Date 71

Note—175p.; Ph.D. Dissertation, University of Colorado

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-17, 264, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Grade 6, *Reading Achievement, *Reading Comprehension, Reading Research, *Sentence Structure, Syntax, *Transformation Generative Grammar

Identifiers—Stanford Achievement Test

In order to discern whether sixth grade students with differing levels of reading achievement (as measured by the Paragraph Meaning subtest of the Stanford Achievement Test) also differed in the level of syntactic maturity evidenced in their response to a sentence combining task, a syntactic structure inventory of eight sentence-combining stimulus items was administered to 64 sixth grade subjects of diverse ethnic origin who had a third grade reading level. None of the subjects had received previous classroom instruction based on transformational grammar theory. Scores indicated students' reading comprehension scores were related to the ability to produce sentences that carry the information load of several kernel sentences. Controlled experimentation was indicated in order to determine whether direct instruction in the synthesis and analysis of transformed sentences would improve the level of reading comprehension. (Author/HOD)

ED 080 996 CS 200 586

Fisher, Carol Jean

The Influence of Children's Literature and Oral Discussion in Developing Oral Language of Kindergarten, First, and Second Grade Children.

Pub Date 72

Note—130p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-1991, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Discussion (Teaching Technique), *Early Childhood Education, Experimental Programs, Language Development, Language Research, *Literature, Sentence Structure, Socioeconomic Status, *Syntax, *Vocabulary Development

Identifiers—Linguistic Structures Repetition Test

To determine the effects of two facets of the adult's input in a child's acquisition of syntactic structures and vocabulary, fifteen classrooms of kindergarten, first, and second grade children from four middle socioeconomic class schools were assigned to either a literature group (which provided exposure to reading rich in varied syntactic structures and vocabulary) or a share-discussion group (which allowed the child opportunity to practice his own language with feedback from adults). Twelve undergraduates in education participated in the experimental programs, which lasted for twelve weeks. Findings indicated that there were no significant differences between treatment groups on acquisition of either syntactic structures or vocabulary, nor were there significant interaction effects of treatment, grade level, or sex on the acquisition of either syntactic structures or vocabulary. (Author/MF)

ED 080 997 CS 200 588

Johnson, Nancy Coleman

A Study of the Secondary English Program of An Urban School System in Terms of Recommendations of the National Council of Teachers of English and the Commission on English.

Pub Date 72

Note—153p.; Ed.D. Dissertation, The University of Alabama

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-8001, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Department Directors (School), Dialects, *Educational Research, Elective Subjects, *English Departments, English Instruction, *English Programs, Inservice Education, Language Skills, Reading Programs, *Secondary Education, Secondary School Teachers, Speech, *Urban Schools

This study examined an urban school system's secondary English program in light of the recommendations of the National Council of Teachers of English and the Commission on English concerning curriculum, administration, supervision, and organization. Interviews were conducted with the principal, the English department chairman, and one teacher chosen at random from each of thirteen schools. It was concluded that the English program was not receiving a united effort on the part of those directly involved with it. This was evidenced by a divergence among the three groups interviewed with respect to the implementation of the recommendations. The recommendations were not being implemented to a degree corresponding with the wishes of the responding groups. Five areas merited special attention: (1) curricular articulation; (2) certain content areas, such as reading programs, speech and oral activities, language skills, dialectology, and new electives; (3) the chairman's role and function; (4) inservice education; and (5) working conditions. (Author/DI)

ED 080 998 CS 200 604

Wilcox, Thomas W.

The Anatomy of College English.

Pub Date 73

Note—181p.

Available from—Jossey-Bass Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 ($7.75)

Document Not Available from EDRS.

Descriptors—Academic Standards, College Curriculum, College Instruction, Composition (Literary), *English Departments, *English Programs, Literature, Staff Utilization, Teacher Evaluation, Tenure, *Undergraduate Study

This book presents a comprehensive description and analysis of undergraduate English as it is taught in four-year colleges and universities in the United States. The study discussed in this book

was the result of a survey of 300 departments of English randomly selected from those institutions offering English programs. (An account of how the survey was conducted is contained in ED 044 422.) The book begins with a description of the structure, size, and governance of English departments. The opening chapters also discuss staffing, tenure and promotion, evaluation of teaching, and work loads. Other chapters deal with the department's general responsibility to the academic community--its adjunct and service programs, including Freshman English--and a description of English programs for those choosing to major in the field. The last part of the book discusses some of the problems faced by undergraduate English. An appendix provides a checklist of questions for departments to use in reviewing their programs. (DI)

ED 080 999 CS 200 624

N.E.S.F.A. (New England Science Fiction Assn.) Index: Science Fiction Magazines and Original Anthologies 1971-1972.

New England Science Fiction Association, Cambridge, Mass.

Pub Date 73

Note—42p.

Available from—The New England Science Fiction Assn., P. O. Box G, MIT Branch Post Office, Cambridge, Mass. 02139 ($3.00)

Document Not Available from EDRS.

Descriptors—*Anthologies, *Indexes (Locaters), Literature, *Periodicals, Reference Materials, *Science Fiction, *Short Stories

This index is a companion volume and supplement to the "Index to Science Fiction Magazines 1951-1965," published by Erwin S. Strauss, and the "Index to the Science Fiction Magazines 1966-1970," published by the New England Science Fiction Association. This present volume includes all United States and British Science Fiction magazines published in 1971 and 1972. The index also includes anthologies which publish science fiction stories and which present all, or mostly all, new work as distinguished from anthologies which primarily reprint stories. The index includes citations by magazine or book, by title, and by author, as well as a checklist of the items indexed. The magazine checklist includes the month (or season) of the year, volume and number, page size, number of pages, and cover artists. The anthology checklist includes the series number (if any), paperback or hardcover publication, publisher, and editor. (DI)

ED 081 000 CS 200 625

Carmony, Marvin

Indiana Dialects in Their Historical Setting.

Indiana Council of Teachers of English, Terre Haute.

Pub Date 72

Note—58p.

Available from—Charles D. Blaney, Executive Secy., Indiana Council of Teachers of English, Div. of Extended Services, Indiana State Univ., Terre Haute, Ind. 47809 ($2.00)

Document Not Available from EDRS.

Descriptors—American English, *Area Studies, *Descriptive Linguistics, *Dialect Studies, Grammar, Pronunciation, *Regional Dialects, Speech Habits, Vocabulary

Identifiers—*Linguistic Atlas of the United States Project

The 25 communities that were chosen for the Indiana portion of the Linguistic Atlas of the United States project were selected in part to provide coverage of an area but in some instances because of their early settlement, location on a migration route, or geographical features. Data were collected by means of a questionnaire which contained several hundred items carefully selected to draw out features of vocabulary, pronunciation, and grammar as the fieldworker engaged the informant in easy and natural conversation. These "worksheets" are periodically revised and reflect new items as well as the passing away of others. Not only were responses transcribed phonetically on the spot but interviews were also tape-recorded to insure phonetic accuracy. Informants were natives of their community and representative of particular social and age groups within that community--nearly half were either high school or college educated, providing a considerable body of information concerning differences in folk, common, and cultivated speech. Chapters are divided by the historical context of Hoosier speech, the dialect areas of Indiana, some aspects of the speech of young informants, and some comments on the pronunciation of English in Indiana. Appended are several dialect maps of Indiana. (HOD)

ED 081 001 CS 200 626

Burack, A. S., Ed.

Techniques of Novel Writing.

Pub Date 73

Note—305p.

Available from—The Writer, Ind., 8 Arlington Street, Boston, Mass. 02116 ($8.95 cloth)

Document Not Available from EDRS.

Descriptors—*Authors, Characterization (Literature), *Composition Skills (Literary), Gothic Novels, Literary Mood, Literary Perspective, *Novels, *Publications, Writing, *Writing Skills

Forty novelists share their ideas and experience on various aspects of writing book-length fiction in this volume. Problems of technique, plotting, theme, characterization, planning, flashbacks, pace, suspense, dialogue, setting, and point of view are discussed by these contemporary authors. Some of the chapters and authors include: (1) "Planning and Writing a Novel" by David Westheimer; (2) "Elements of Successful Novel Writing" by Frank G. Slaughter; (3) "The Intuitive Fiction Writer" by Janice Elliott; (4) "-Building Reader Identification" by Alfred Coppel; (5) "The Lure of 'I,' the Tyranny of 'He'" by R. F. Delderfield; (6) "Make It Happen" by Rosemary Gatenby; (7) "Balancing Plot and Character" by Elizabeth Cadell; (8) "Writing Historical Novels" by Jane Aiken Hodge; (9) "Writing for Children" by Irene Hunt; (10) "Writing Action Fiction" by Desmond Bagley; (11) "Writing a Mystery" by Patricia Moyes; and (12) "Ideas for Mystery Novels" by Stanley Ellin. Biographical notes of the authors are included. (WR)

ED 081 002 CS 200 628

Hewitt, Douglas

The Approach to Fiction: Good and Bad Readings of Novels.

Pub Date 72

Note—198p.

Available from—Rowman & Littlefield, 81 Adams Drive, Totowa, N.J. 07512 ($8.50 cloth)

Document Not Available from EDRS.

Descriptors—Characterization (Literature), English, Language Usage, *Literary Analysis, Literary Conventions, *Literary Criticism, *Literary Styles, Narration, *Nineteenth Century Literature, *Novels, Realism, Symbols (Literary), Victorian Literature

This book considers the right and the wrong ways to approach different types of novels. Trollope's "The Way We Live Now" is the starting point for chapters dealing with the conventions of realism as they are revealed in the presentation of characters, in the novelists' language, and in the tension between the autonomy of character and the demands of form. The interpretation of symbolic novels is discussed through Dickens' "Little Dorrit." The criteria of over-interpretation are established, and the problems of reinterpreting novels in psychoanalytic and other terms are discussed. A critique of Peacock's "Crotchet Castle" leads to a discussion of the nature of novels of ideas. The last chapter discusses the need for reading the novel as an achieved whole and recollection of it as a narrative process. (WR)

ED 081 003 CS 200 656

Dieterich, Daniel J.

Bibliography of Research in the Teaching of English: July 1, 1972 to December 31, 1972.

Pub Date 73

Note—37p.

Journal Cit—Research in the Teaching of English; v7 n1 p114-40 Spring 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, Bilingualism, Composition (Literary), *Educational Research, Educational Testing, English Curriculum, *English Education, Humanities, Language Development, *Language Research, Literature, *Literature Reviews, Mass Media, Oral Communication

Identifiers—Bidialectalism

This bibliography of 144 annotated citations covers research in the teaching of English from July 1 through December 31, 1972. Subject categories include literature, humanities and the media, written and oral communication, language and verbal learning, bilingual and bidialectal programs, general English curriculum, and testing and evaluation. Subject categories are further divided according to reviews of research, status surveys, preschool and elementary, secondary, college and adult, special education, and teacher training. (HOD)

ED 081 004 CS 200 658

Language Arts Guide, Grades 1-6.

York County School District 3, Rock Hill, S.C.

Spons Agency—South Carolina Region 5 Educational Services Center, Lancaster.

Pub Date 70

Note—132p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Curriculum Guides, Developmental Reading, *Elementary Education, Functional Reading, Instructional Aids, Instructional Materials, *Language Arts, Language Development, Language Skills, *Reading, Reading Skills, Recreational Reading, Remedial Reading, *Teaching Guides

To be used with grades one through six, this language arts guide is intended to assist teachers in the task of teaching language development and mastery. The guide is divided into sections which describe (1) the characteristics of a good language arts teacher and of a sound basic reading program; (2) different types of reading (developmental, functional, recreational, and corrective or remedial); (3) basic language arts and reading skills for each grade level; (4) suggested materials (basal readers, supplementary readers, and periodicals); and (5) aids for the teacher of language arts (dictionary aids, tests, games, suggested follow-up activities, and miscellaneous aids). A bibliography and a list of publishers is included. (HOD)

ED 081 005 CS 200 659

The Teaching of English: A Curricular Guide, Grades 7-12.

Lancaster County Schools, Lancaster, S.C.

Pub Date 70

Note—92p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Ability Grouping, Composition (Literary), *Curriculum Guides, *English Curriculum, Grammar, *Homogeneous Grouping, Language Usage, Literature, *Secondary Education, Sequential Programs

Working on the premise that the homogeneous grouping of students based on student performance, testing, and recommendations can enable students to develop to their fullest potential, this English curriculum guide for grades seven through twelve is arranged to cover high and/or average achieving students and low achieving students. The guide is divided into three sections: (1) "Literature," which lists suggested books for a wide range of topics, (2) "Language," which includes both the study of grammar and usage; and (3) "Composition," which proceeds from the study of shorter units of composition to more extended and complex ones. Other sections include an introduction, a list of committee members who helped compile the guide, the philosophy of the guide, and a discussion of composition evaluation. (HOD)

ED 081 006 CS 200 660

Wimer, Frances N., Ed.

Focus: The Communication Arts. Virginia English Bulletin.

Virginia Association of Teachers of English.

Pub Date 73

Note—52p.

Journal Cit—Virginia English Bulletin; v23 n1 p7-55 Spring 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescent Literature, American Studies, *Communication (Thought Transfer), Composition (Literary), Curriculum Design, Editorials, *English Instruction, Independent Study, Instructional Television, Literature, Nonverbal Communication, Performance Contracts, *Periodicals, *Teaching Techniques

Focusing on the communication arts, the articles in this volume include "Communication: The Echo in the Lives of Your Students"; "Communication through Interacting Curriculum Design"; "American Studies Provide Opportunity for Communication"; "Humanities-Oriented Independent Study"; "Composing for Real"; "The Editorial: A Teaching Device for Writing"; "Communication and Nonverbal Behavior"; "Improvisations and the Teaching of English"; "Adolescent Literature:

Once More to the Defense"; "Instructional Television: Vital Communication Media"; and "-Contingency Contracting in English." (HOD)

ED 081 007 CS 200 665

Purves, Alan C., Ed.

1972 Minnesota NCTE (National Council of Teachers of English) Seminar on Research in English Education.

National Council of Teachers of English, Urbana, Ill.

Pub Date 73

Note—150p.; Papers presented at the Invitational Seminar on Research Design in English Education (Minneapolis, November 1972)

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 98566-7310, $1.75 non-member, $1.50 member)

Journal Cit—Research in the Teaching of English; v7 n2 p145-290 Fall 1973

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Anthropology, *Conference Reports, *Educational Research, English Education, *English Instruction, Literature, *Literature Reviews, *Research Reviews (Publications), Testing

Identifiers—NCTE Seminar on Research in English Education

The articles in this journal relate the conference experience at the 1972 Minnesota National Council of Teachers of English (NCTE) Seminar on Research in English Education. Articles include "The New Research" by Peter S Rosenbaum (discussing the influence of the seminar experience and how it can precipitate new research); "Research in the Teaching of English: The Troubled Dream" by Dwight L. Burton (commenting on the need for quality research in English and the problems involved); "Anthropological Research Models" by Carol Talbert; "Measurement and Evaluation" by Jeremy D. Finn; "Research into Imagic Association and Cognitive Interpretation" by Harry S. Broudy; "Some Types of Research on Response to Literature" by Gunnar Hansson; and "An Experience Preserved: The Video Tapes of the Minnesota-NCTE Seminar" by Michael F. Graves. (HOD)

ED 081 008 CS 200 666

Perkins, Flossie L.

Book and Non-Book Media: Annotated Guide to Selection Aids for Educational Materials.

National Council of Teachers of English, Urbana, Ill.

Pub Date 72

Note—299p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 48086, $4.25 non-member, $3.85 member)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Adults, Age Groups, *Annotated Bibliographies, Childrens Books, College Students, *Guides, Indexes (Locaters), *Instructional Materials, Librarians, *Media Selection, Pamphlets, Parents, Publications, *Reading Material Selection, Teachers, Teenagers

Identifiers—*Perkins (Ralph)

This revision of Ralph Perkin's "Book Selection Media" (1967 edition) expands by almost half that edition, with much of the material from the earlier edition being retained and updated. (See ED 017 506 for earlier edition entitled "-Book Selection Media, A Descriptive Guide to 170 Aids for Selecting Library Materials.") In addition to general guides for all ages, also included are guides for specific age and interest groups. A number of the works included provide background for parents and teachers when selecting books. Lists of pamphlets usually are grouped according to the topics they cover. The annotations appear in the following format: Title, Author-Publisher, Publication Data, Purpose, Scope, Subject Headings, Similar Tools, Special Features, Usefulness, and Cost. There are seven indexes to this book, as follows: Aids to Making Selections for Children; Aids to Making Selections for Teenagers; Selection Aids for College Students and Adults; Selection Aids for Teacher-Parent Background; Selection Aids for Librarians; Title Index; and Author-Publisher Index. (This document previously announced as ED 064 264.) (DB)

ED 081 009 CS 200 667

Hsia, H. J.

A Preliminary Report on Motivation and Communication Patterns of the Black, Chicano, White, and Affluent White in a Typical Southwest U.S. City.

Pub Date Aug 73

Note—110p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 19-23, 1973)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Aspiration, Attitudes, Behavior, Black Community, Caucasians, *Communication (Thought Transfer), *Ethnic Groups, Interpersonal Relationship, Mass Media, Mexican Americans, *Motivation, *Socioeconomic Status, *Television Research

Identifiers—Lubbock (Texas)

Motivation and aspiration for a better life can be examined in relation to media behavior of random samples of the blacks, Chicanos, whites, and affluent whites in Lubbock, Texas. In such a study, no significant difference in motivation and aspiration, as influenced by media, can be found among ethnic and other groups. This phenomenon is likely the result of the ubiquitous availability of electronic and print media to all levels of society. These results throw doubt on the traditional McClelland contention that minority groups generally lack motivation. The findings also show no significant difference between the sexes' aspirations and motivations for work toward desired goals. Subjects demonstrated such behavior in tests of their viewing, listening, and reading; their interpersonal communication; their communication topics; their role-reversal playing for media control; their knowledge about governmental agencies; and their attitudes toward various local issues. Very few significant differences appeared among ethnic groups; however, more women than men disliked violent and pornographic television programs. (CH)

ED 081 010 CS 200 668

Atwood, L. Erwin And Others

Multiple Facets of Candidate Image Structure: Effects of the McGovern Television Biography.

Pub Date Aug 73

Note—30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 19-23, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Mass Media, *Political Attitudes, *Political Influences, Programing (Broadcast), Publicize, *Public Relations, Response Style (Tests), *Statistical Analysis, Structural Analysis, Television Research

Identifiers—McGovern (George), Nixon (Richard), *Political Image

In this comparison of the political "images" of Richard Nixon and George McGovern, public opinion data were collected on President Nixon in 1968 and 1972 and on Senator McGovern in 1972 just before and just after the television broadcast of the biography of McGovern. Changes in political attitudes toward Nixon and McGovern as a result of the television broadcast were sought in an effort to measure its effect on public political opinions. Bi-polar attitude testing (bold/timid, fair/unfair, expert/ignorant, for example) was used. Results show that the broadcast tended to confirm the opinion of those who favored McGovern before the broadcast, but it did not materially affect the image of President Nixon. (CH)

ED 081 011 CS 200 672

Bowers, Thomas A.

The Coverage of Campaign Advertising by the Prestige Press in 1972.

Pub Date Aug 73

Note—15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communications, Journalism, Mass Media, *News Media, Newspapers, Periodicals, Political Influences, *Politics, *Press Opinion, *Publicize, Public Relations, Telecommunication, Television, Television Commercials

Identifiers—*Political Advertising

The nature and extent of the news media coverage of political advertising in the presidential campaign of 1972 was shallow and spotty at best. The candidates' political advertising strategies received limited coverage by reporters and commentators. Even the "prestige" press--16 major newspapers--provided limited coverage to the nature and problems of political advertising. Pollsters, however, reports that political advertising had a profound effect on the public's rank-ordering of campaign issues. Thus, it can be concluded that an important aspect of the 1972 campaign, the nature and effects of political advertising, was virtually ignored by the news media. (CH)

ED 081 012 CS 200 674

Kosak, Hermann H. Surlin, Stuart H.

Measuring Simple and Complex Graphic Design Preferences.

Pub Date Aug 73

Note—17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitudes, Design, *Design Preferences, *Graphic Arts, *Nonverbal Communication, Nonverbal Tests, Surveys

Graphic design decision-makers assume that graphic design preferences vary among demographic groups. This assumption was tested on a population of 200 college students reflecting a valid demographic distribution in four categories: sex, community size, income, and occupational status. Subjects were asked to rank order their preferences for four basic designs: square, triangle, circle, and square-circle. The results indicated significant variations in graphic design preferences among the four demographic groupings. Females prefer circle and square simple designs. Males prefer a triangle simple design. Individuals from urban communities prefer a circle simple design. Rural individuals prefer circle and square simple designs. High income individuals prefer circle and square-circle simple designs. Low income individuals prefer triangle and square simple designs. Individuals with high occupational status prefer a circle-square simple design; those with low occupational status prefer circle and square simple designs. Similar variations were reflected in expressed preferences for designs requiring easy-versus-arrested eye movement. (CH)

ED 081 013 CS 200 675

Pollio, Howard R. Barlow, Jack M.

A Behavioral Analysis of Figurative Language in Psychotherapy: One Session in a Single Case Study.

Tennessee Univ., Knoxville. Dept. of Psychology.

Pub Date 73

Note—34p.; See related documents CS 200 676, CS 200 630 and CS 200 631

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Case Studies, *Figurative Language, Language Usage, *Problem Solving, *Psychological Studies, *Psychotherapy, Therapy

Identifiers—*Gestalt Therapy

Assuming that all problem solving has both its rational and poetic aspects and that the solution to a problem is often found in the poetic well before it surfaces in the rational, this study examined in detail the ebb and flow of figurative language as it occurred in the course of a single, highly successful hour of gestalt therapy involving both a therapist and a highly verbal patient. Three raters were trained to recognize 15 different types of figurative usage; they were then given a tapescript of the present case and asked to rate it independently. Analysis showed the session moved from a relatively slow starting segment to a rapid burst of metaphoric and interpretative activity and concluded with a temporarily successful resolution of the presenting problems. By guiding the patient to help him see the familiar problem in an unfamiliar light through the use of figurative language, dramatic insights into the problem were gained. This was largely made possible by the highly verbal skills of the patientand by the fact that this variety of gestalt therapy makes use of personifications. Nevertheless, figurative language provides not only a playful heuristic capable of springing a momentarily blocked patient, but it may also tell us a good deal more about the patient and his problems than could probably be articulated in any other way. (HOD)

ED 081 014 CS 200 676
Barlow, Jack M. And Others
Insight and Figurative Language in Psychotherapy: Two Fragments of a Case Study.
McNabb Center, Knoxville, Tenn.; Tennessee Univ., Knoxville. Dept. of Psychology.
Pub Date [73]
Note—14p.; See related documents CS 200 675, CS 200 630, and CS 200 631
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Case Studies, *Figurative Language, Mental Illness, *Metaphors, Psychiatry, *Psychological Needs, Psychological Studies, *Psychotherapy
This study discusses the role figurative language can play in promoting insight in a patient undergoing psychotherapy. The first part of the study reviews some of the research into the nature of creative insight; the next section discusses some of the research relating to the value of metaphor in the treatment of schizophrenic patients. The major portion of the study consists of a discussion of two fragments of a case study involving a patient who comes to recognize both his resistance to therapy and his general feelings of worthlessness by means of the therapist's handling of the patient's metaphoric productions. It is concluded from the case study that when the patient and the therapist used non-literal language, the metaphors generated alternatives for the insightful solution of the patient's problems; the metaphors built upon one another in a therapeutic cascade of insightful communication. (DI)

ED 081 015 CS 200 677
Grunig, James E.
A Decision-Situation Model of Communications Behavior: A Review of Research and a Stopping Experiment.
Pub Date Aug 73
Note—44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior, *Behavior Patterns, Cognitive Processes, *Communication (Thought Transfer), Conditioned Response, *Decision Making, Decision Making Skills, *Economic Research, Economics, Habit Formation, *Information Theory, Problem Solving
One of the keys to economic behavior is decision making in production and the market place. Traditionally, economists have assumed decision making to be rational and based upon complete information, but this is not the case in actual situations. Actual problem solving is based upon communication behavior and availability of information. If, as is so often true, the communication behavior is irrational and closed (that is, not open to information input), then problem solving will not occur, or, if it occurs, the solutions will be faulty. The Columbian (South America) agricultural system proves this thesis when tested for openness or closedness. That is, the system and the people are closed to new information input, and thus an archaic agricultural system is perpetuated. Communication behavior and information availability must be considered in studies on economics. (CH)

ED 081 016 CS 200 678
O'Donnell, Roy C.
Some Syntactic Characteristics of Spoken and Written Discourse. Studies in Language Education, Report No. 4.
Georgia Univ., Athens. Dept. of Language Education.
Pub Date Sep 73
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Composition (Literary), *Discourse Analysis, Graduate Students, Journalism, *Oral English, Professional Recognition, *Structural Analysis, Syntax
This study investigated the written and oral discourse of a subject with an established reputation as an author, editor, lecturer, and television host, to determine whether his written discourse was more complex syntactically than his spoken discourse. The oral language sample was taken from a taped television program in which the speaker responded to questions asked by three guest journalists; the written sample was taken from four newspaper columns written by the speaker. The samples were then segmented into minimal terminal syntactic units and the words in each sample were counted, as were the clauses, nonfinite verbals, passive constructions, auxiliaries, and attributive adjectives. Findings revealed (1) the median length of syntactic units was significantly greater in the written language samples; (2) the proportion of syntactic units containing one or more dependent clauses was significantly greater in written samples; (3) oral samples did not show as high a frequency of gerunds, participles, attributive adjectives, passive constructions and modal and perfective auxiliaries; and (4) noun clauses, infinitives, and progressive auxiliaries were observed more often in spoken discourse. (HOD)

ED 081 017 CS 200 679
Osborne, John W. Blackmore, David E.
Recall of Adjective-Noun Phrases within List and Prose Contexts.
Pub Date Feb 73
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cloze Procedure, *Context Clues, *Imagery, Language Research, Memory, *Phrase Structure, *Recall (Psychological), *Retention, Visualization
In three experiments undergraduates were presented with eight adjective-noun phrases within a paired-associate list context in the orders adjective-noun and noun-adjective and instructed that either word would be given as a cue for recall. The same phrases were presented within a prose context where recall was tested by the cloze procedure. In the first experiment adjectives were better cues, while in the second experiment nouns were. There was no cueing effect in the third experiment. The pattern of retrieval asymmetry shown for the adjective-noun order in the paired-associate context for experiments 1 and 2 corresponded to that occurring within prose. Experiment 4 suggested that the reversal in cueing effect between experiments 1 and 2 may be a result of imagery levels of adjectives and nouns. Alternative reasons for superior adjective cueing within prose were discussed. (Author/LL)

ED 081 018 CS 200 680
Smith, William L.
Syntactic Recoding of Passages Written at Three Levels of Complexity. Studies in Language Education, Report No. 5.
Georgia Univ., Athens. Dept. of Language Education.
Pub Date Oct 73
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Composition (Literary), Grade 8, Grade 9, *Language Research, *Secondary Education, *Sentence Structure, *Syntax, Writing Exercises
Identifiers—*Syntactic Recoding
Six passages were used in this study to investigate the recoding behavior of eighth and ninth grade students for both increase and decrease in syntactic complexity and thus gain a more accurate picture of their grammar. Each of the two selections used was written in kernel sentences at the eighth grade level of writing and the skilled adult level of writing. The teacher was asked to distribute a packet containing the test passages without any verbal assistance. The instructions asked the student to read the paragraph and then rewrite it in a better way without leaving out any of the information. Results indicated the ninth grade subjects rewrote the passages using longer T-units and clauses than did the eighth grade subjects. Further, the students seemed to comprehend all that the input passages stated. This implied that while the students may not have produced syntactic structures at the skilled adult level, they could nevertheless comprehend writing at that level. (HOD)

ED 081 019 CS 200 682
Stensland, Anna Lee
Literature by and about the American Indian; An Annotated Bibliography for Junior and Senior High School Students.
National Council of Teachers of English, Urbana, Ill.
Pub Date 73
Note—208p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 42037, $3.95 non-member, $3.65 member)
Document Not Available from EDRS.
Descriptors—*American Indian Culture, *American Indians, *Annotated Bibliographies, Books, English Instruction, *Ethnic Groups, High School Students, Junior High School Students, *Literature
This annotated bibliography is intended for junior and senior high school students. The contents includes five sections. "Books by and about the American Indian" discusses Indian stereotypes in literature and the criteria used for selection of books. The "Bibliography" contains myth, legend, oratory, and poetry; fiction; drama; biography and autobiography; history; anthropology and archaeology; modern life and problems; music, arts, and crafts; and aids for the teacher. "Study Guides to Selected Books" looks at "Indian Boyhood," "The Light in the Forest," "When the Legends Die," "Indians: A Play," "Laughing Boy," "Fig Tree John," "The Man Who Killed the Deer," "House Made of Dawn," and "Black Elk Speaks." The last two sections are "Biographies of American Indian Authors" and "Basic Books for a Collection." Sources of additional materials, a directory of publishers, an author index, and a title index are also included. (WR)

ED 081 020 CS 200 683
Dieterich, Daniel J.
Annotated Bibliography of Research in the Teaching of English: January 1, 1973 to June 30, 1973.
National Council of Teachers of English, Urbana, Ill.
Pub Date Jun 73
Note—47p.
Journal Cit—Research in the Teaching of English; v7 n3 Winter 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Bilingual Education, *Educational Research, Educational Testing, English Curriculum, *English Education, *Language Arts, *Language Development, Literature, Mass Media, Oral Communication, Research Reviews (Publications), Teaching Methods, Written Language
Identifiers—Status Surveys
This 180-item annotated bibliography covers research in the teaching of English, published between January 1, 1973, and June 30, 1973. Subject headings include "Literature, Humanities, and Media," "Written and Oral Communication," "Language "Literature, Humanities, and Media," "Written and Oral Communication," "Language and Verbal Learning," "Bilingual and Bidialectal Programs," "General English Curriculum," and "Testing and Evaluation." Subject categories are further divided according to reviews of research, status surveys, preschool and elementary, secondary, college and adult, special education, and teacher training. (RB)

ED 081 021 CS 200 704
Becker, Lee B. Doolittle, John C.
The Effects of Mere Exposure to Political Advertisements.
Pub Date Aug 73
Note—40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ft. Collins, Colorado, August 19-22, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Communications, Elections, *Information Seeking, Journalism, *Mass Media, Opinions, *Political Influences, Politics, *Publicize, *Public Relations
Identifiers—*Political Advertising
Past research into the effects of "exposure" in political advertising indicates that massive "exposure" campaigns alone can show good, and sometimes dramatic, results in elections. This research is partially confirmed by a study of several mass media public relation efforts designed specifically to increase citizen recognition of the name of obscure candidates. Simple "exposure" political messages tested on a group of subjects yielded substantial increases in the recognition of the name used in the test and other positive results. Thus, campaigns in which obscure candidates attempt to win offices via extensive mass media advertisements for "name recognition" can expect a high degree of success. Also, the subjects' encounters with political advertisements stimulate

them to seek more information about the candidates, but increasing encounters with the messages result in much less information seeking. Mass media campaigns for "exposure" can be obviated, however, by party loyalty, strongly held prejudices, or poor advertising content. (CH)

ED 081 022 CS 200 705
McLeod, Jack M. And Others
Another Look at the Agenda Setting Function of the Press.
Pub Date Aug 73
Note—38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ft. Collins, Colorado, August 19-22, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Beliefs, Bias, Content Analysis, Interpersonal Relationship, Journalism, *News Media, Newspapers, *Opinions, *Political Influences, *Political Issues, *Press Opinion, Surveys, Voting
Identifiers—*Agenda Setting
It is widely accepted that the news media, especially in specific expressions of press opinion, have the effect of setting the agenda of issues in many political campaigns. The nature and extent of such agenda-setting is not yet established, although a study of two test newspapers tends to define further this effect. An analysis of the conservative "State Journal" and the liberal "Capital Times," both of Wisconsin, shows that, indeed, press opinion has an influence on the rank-ordering of political issues by the readerships. However, so many variables are at work in the formation of political attitudes that clear-cut methodologies do not yet exist. A content analysis of these two sample newspapers does show, nevertheless, that in interpersonal communication (as opposed to intrapersonal) political opinions conform, to a degree, to press opinion. (CH)

ED 081 023 CS 500 366
Scheuerle, Jane
The Effects of Peer Grouping on Carry Over of Learned Verbal Communication.
University of South Florida, Tampa. Counseling Center for Human Development.
Pub Date 31 Jan 73
Note—16p.; Unpublished research report
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Clinical Diagnosis, *Group Instruction, *Individualized Instruction, *Speech Clinics, Speech Evaluation, Speech Handicaps, *Speech Improvement, Speech Skills, *Speech Therapy
In the speech therapy clinic of the University of South Florida, student clients are treated in groups and as individuals. Tests for differences between clients treated in groups for the total period of their therapy and those treated individually for part of their therapy period showed no significant difference in the results of the two methods of treatment. However, other areas contrasting individual and group approaches to therapy remain to be explored, including understanding symbolic transformations that accompany life experiences, the relationship of behavior in interpersonal exchanges, and detailed causes for variant types of communication behavior. (CH)

ED 081 024 CS 500 372
Zobel, Konrad Hofmann, Juergen
On Shaky Ground: The Conceptual Foundations of Theatre Historians.
Pub Date Dec 72
Note—15p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Concept Formation, Fine Arts, *Historical Criticism, *Humanism, Scientific Attitudes, Social Environment, *Sociocultural Patterns, Socioeconomic Influences, *Theater Arts
Identifiers—*Theater History
Theatre historians show little inclination to reflect on the ideologies that govern their work, on the premise that "theatre is theatre" with little relationship to its socioeconomic environment. One of the causes is the historians' reliance on theatrical "facts," as they were in the same category as facts established in the natural sciences. Thus, the theatre historians tend to create knowledge that appeals to an aesthetically oriented mind, creating "facts" that reflect the ideological premises of the researcher. A dialectical approach to theatre history would make the researcher aware of the relationships between his arguments and his socio-historically conditioned attitudes. Traditional studies of theatre history must give way to a "dialectic symbiosis" between historically oriented sociological research and behaviorally oriented empirical research in theatre as communication. (RN)

ED 081 025 CS 500 374
Kernan, Margot
The Politics of Revolution; A Film Course Study Guide.
Grove Press Film Div., New York, N.Y.
Pub Date [73]
Note—32p.
Available from—Grove Press Film Division, 53 East 11 Street, New York, N. Y. 10003 (Free)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Aesthetic Education, Audiovisual Communication, Colleges, Color Presentation, Film Production, Film Production Specialists, Films, *Film Study, Foreign Language Films, High Schools, *Mass Media, Political Socialization, Politics, Repetitive Film Showings, *Revolution, Sound Films, *Visual Literacy
Identifiers—Cinema Study, Film Aesthetics, *Film Auteurism
This study guide for high school and college students examines selected, revolutionary political films made by Godard, Rocha, Solanas, Sanjines, and others, notably Czech and Cuban filmmakers. This guide stresses an aesthetic, auteuristic approach and touches upon film production procedures. The films recommended for study range in technique from simple to complex and include sound and silent, black and white, and color modes, but all deal in some way with revolutionary politics. The political content is examined in relationship to the aesthetic form. (CH)

ED 081 026 CS 500 375
Kernan, Margot
Racism; A Film Course Study Guide.
Grove Press Film Div., New York, N.Y.
Pub Date [73]
Note—28p.
Available from—Grove Press Film Division, 53 East 11 Street, New York, N.Y. 10003 (Free)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Aesthetic Education, Audiovisual Communication, Film Production, Films, *Film Study, *Mass Media, Race Relations, Racial Attitudes, Racial Discrimination, *Racism, Sound Films, *Visual Literacy
Identifiers—Cinema Study, *Film Auteurism, Film History
The medium of film is uniquely suited to the representation of social problems such as racism. By stressing major issues of racism--slavery, the black cultural heritage, black power, and the black civil rights movement--and coupling these issues with films which give a realistic view of the substance and problems of racism, both concepts concerning racist culture and aesthetic filmic principles can be taught. Sound films that appeal to both white and black audiences are delineated. The guide also includes a list of further readings, a short chronology of film history, and bookings instructions. (CH)

ED 081 027 CS 500 376
Thayer, Lee, Ed.
Communication: General Semantics Perspectives.
Pub Date 70
Note—347p.; Based on the Eleventh International Conference on General Semantics--"A Search for Relevance"
Available from—Hayden Book Co., Inc., 50 Essex St., Rochelle Park, New Jersey 07662 ($16.00)
Document Not Available from EDRS.
Descriptors—*Communication (Thought Transfer), Conference Reports, *Conferences, *Information Theory, Language Research, Linguistics, *Relevance (Education), *Semantics, Semiotics
Identifiers—*General Semantics (International Conference)
This book contains the edited papers from the eleventh International Conference on General Semantics, titled "A Search for Relevance." The conference questioned, as a central theme, the relevance of general semantics in a world of wars and human misery. Reacting to a fundamental Korzybski-ian principle that man's view of reality is distorted by the screen of language interposed between man and his world, the first group of essays discusses the philosophical formulations underlying work in semantics. Another group of essays takes up various applications of semantics studies, such as problems in learning disabilities, the use of law language, and the teaching of electrical principles. Unusual applications of general semantics in areas such as human communication, psychology, and business management compose a third section of the book. (CH)

ED 081 028 CS 500 377
Read, Charlotte S.
Some Criteria for Humanizing.
Pub Date 25 Apr 73
Note—16p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior, Evaluation, *Humanism, *Humanities, Humanities Instruction, *Information Science, Information Scientists, Information Systems, Moral Values, Social Values, Symbolism, *Values
Patterns for humanizing the information sciences include recognizing essential "humanness," taking a holistic approach to the subject field, and being aware of the epistemological nature of how people communicate and relate to others and themselves. The complete inclusion of the human factor in information theory researches can only amplify the field. (CH)

ED 081 029 CS 500 378
Zivanovic, Judith
The Influence of Their Notions of Humanism on the Drama of Jean-Paul Sartre and Bertolt Brecht.
Pub Date Apr 73
Note—28p.; Paper presented at the Annual Meeting of the Central States Speech Assn. (Minneapolis, April, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Creative Writing, *Drama, Dramatics, *Playwriting, Scripts, *Theater Arts, Writing
Identifiers—Brecht (Bertolt), Sartre (Jean Paul)
The distinctive philosophies of Bertolt Brecht and Jean-Paul Sartre concerning man's existence directly influence their attitudes toward character, action, and the total drama. Both playwrights reveal that drama is an inseparable and reciprocal molding of content and form. The relationship between their ideas and their expressions of them is so definite that a thorough understanding of their theses is a necessary prerequisite to a genuine appreciation of their creative impulse and their plays. A committed playwright's ideas so permeate his creativity and purpose that the ideas and the creation become one. (EE)

ED 081 030 CS 500 379
Careers in Speech Communication.
Speech Communication Association, New York, N.Y.
Pub Date [67]
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiology, *Careers, Communication (Thought Transfer), Drama, *Education, Films, Financial Support, Interpretive Reading, Job Placement, Linguistics, *Oral Communication, Phonetics, Radio, Rhetoric, *Speech, Speech Education, Speech Pathology, Television, Theater Arts
Brief discussions in this pamphlet suggest educational and career opportunities in the following fields of speech communication: rhetoric, public address, and communication; theatre, drama, and oral interpretation; radio, television, and film; speech pathology and audiology; speech science, phonetics, and linguistics; and speech education. Additional information on financial aid and placement service is included. (This document previously announced as ED 043 626.) (JMC)

ED 081 031 CS 500 380
Munden, Kenneth W., Ed.
The American Film Institute Catalog Feature Films 1921-1930. Volumes I and II.
American Film Inst., Washington, D.C.
Pub Date 71
Note—1653p.; (Volumes I and II combined)

Available from—R. R. Bowker Co., 1180 Avenue of Americas, New York, N. Y. 10036 ($55.00 Combined price)
Document Not Available from EDRS.
Descriptors—Audiovisual Communication, *Catalogs, *Film Production, *Film Study, *Indexes (Locaters), *Mass Media, Subject Index Terms
Identifiers—Cinema, *Feature Films, Film Actors, Film Auteurism, Film Catalogs
This two-volume catalog describes all feature length films made and released in the United States from January 1, 1921, through December 31, 1930 (6606 films are listed). Each film entry includes its title, physical description, production credits, cast credits, and a description of the contents. Films are labeled by subject (for example, melodrama, comedy, Western, and Western melodrama) and are indexed (in the second volume) by subject and by credits. Information was obtained primarily from the U.S. Copyright Office, the Motion Picture Division of New York State, and records of the major film studios now located in Hollywood. (Upon completion, this two-volume set is the first of a projected 19-set series of catalogs which will cover film production in the United States from 1893 to the present.) (CH)

ED 081 032 CS 500 381
Hunsinger, Paul
Science Without Aesthetics.
Pub Date Apr 73
Note—25p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aesthetic Education, *Communication (Thought Transfer), Information Theory, Philosophy, *Sciences, Scientific Concepts, *Scientific Literacy, Scientific Methodology
Science and aesthetics are not separate disciplines but rather are, or should be, cohesive parts which only together form the best and proper approach to academic study. The humanistic study of the information sciences--with speech communication as the core--must unify its present emphasis on the scientific with greater concern for the aesthetic. In such studies consideration of the aesthetic stresses abstractions and illusions, time-bound and enduring values, and polymorphic forms of expression of these values and ideas. Aesthetic works and their modes of expression must be joined with scientific concerns in academic studies of communication and expression, since both pursuits are essentially communicative and expressive. (CH)

ED 081 033 CS 500 382
Rogers, L. Edna Farace, Richard
Analysis of Relational Communication in Dyads: New Measurement Procedures.
Pub Date Apr 73
Note—40p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Codification, *Communication (Thought Transfer), *Human Relations, *Individual Power, *Information Theory, Interaction, *Interaction Process Analysis, Interpersonal Relationship, Models, Nonverbal Communication, Structural Analysis, Systems Concepts, Verbal Communication
Identifiers—Dyadic Interaction, *Relational Communication
Relational communication refers to the control or dominance aspects of message exchange in dyads--distinguishing it from the report or referential aspects of communication. In relational communicational analysis, messages as transactions are emphasized; major theoretical concepts which emerge are symmetry, transitoriness, and complementarity of control. Within the context of a brief review of existing interaction analysis techniques, new measurement procedures can be developed which capture both the control and time-varying nature of dyadic interaction. The first step yields a code based on the grammatical format of each sequential utterance (from a speaker). The second step gives a translation of each message format into a "control code." Control codes, when translated into "transactional codes," reveal the nature of manipulative communicational exchanges. The methodology thus developed deals with communication in dyads. Further work is required in the case of triadic and larger communicational relationships. (Author/CH)

ED 081 034 CS 500 383
Arundale, Robert B.
Dissecting the "Idea of Process": Some Implications for Theory and Research on Communication.
Pub Date Apr 73
Note—13p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Theories, *Communication (Thought Transfer), *Information Theory, *Interaction Process Analysis, Mediation Theory, Research Problems, Structural Analysis, *Systems Analysis, Systems Concepts, *Time Perspective
Identifiers—Berlo (David K), *Process Communication
Scholars of communication have theorized extensively on the concept of process, but there is a general absence of practical research on the topic. Part of the difficulty in narrowing the gap between theory and research in this area may lie in the use of the term, "the idea of process," in reference to several different, ununified phenomena. These phenomena--change over time, interrelatedness, complexity, interaction, emergence, and others--require a systematic research approach which builds on D. K. Berlo's book "The Process of Communication." The concept of change over time is the most important of these effects. In this area research could follow the theorizing which sets out the essential relativity of events as viewed in a time continuum. Perhaps the most fruitful direction for practical research in "process communication" is the application of systems concepts. (CH)

ED 081 035 CS 500 384
Singer, Benjamin D.
Feedback and Society: A Study of the Uses of Mass Channels for Coping.
Pub Date 73
Note—124p.
Available from—Lexington Books, D.C. Health and Company, 125 Spring Street, Lexington, Mass. 02173 ($11.50)
Document Not Available from EDRS.
Descriptors—*Adjustment (to Environment), Adjustment Problems, Communication (Thought Transfer), *Feedback, Individual Power, *Information Centers, Letters (Correspondence), Maladjustment, *Mass Media, Newspapers, Ombudsmen, *Opinions, Psychological Patterns, Radio, Social Adjustment
This book deals with methods that individuals use to feed information and opinions back to mass communication systems. Typical examples of mass media and "information centers" were used to study feedback and environmental adjustment. Specifically, the feedback channels investigated are letters to the editor in newspapers, the urban newspaper ombudsman, the "call-in-your-opinion" shows on radio, and the information center accessible by telephone. Data collected in this study show that letters to the editor tend to serve advantaged classes and deal in content with issues not directly related to a specific newspaper article; users of the other feedback methods tend to react to specific, media-generated issues. With the volume of messages being emitted by the mass media, individuals on the reveiving end have difficulty with feedback, thus causing problems in "coping" or social adjustment. (CH)

ED 081 036 CS 500 385
Matthews, J. H.
Surrealism and Film.
Pub Date 71
Note—198p.
Available from—The University of Michigan Press, Ann Arbor, Michigan 48106 ($8.50)
Document Not Available from EDRS.
Descriptors—*Aesthetic Education, Association (Psychological), Audiovisual Communication, Creative Expression, Film Production Specialists, *Film Study, Foreign Language Films, Mass Media, *Realism, Sound Films, *Surrealism, *Visual Literacy
Identifiers—Bunuel (Luis), Cinema Study, Film Auteurism, *Film Genres, Film Theory
This book is a critical, genre study of surrealist films including a general discussion of the backgrounds, influences, and overall traits of surrealism as a mode of artistic response to an absurdist world. Citing the impetus of Jacques Vache and Andre Breton as the originators of surrealism, the work expands upon the themes of fractured realism and fascination with the marvelous which are the core of surrealist works. Examples of commercially-produced surrealist films are discussed--specifically those of Luis Bunuel. Illustrated by 31 stills from surrealist films. (CH)

ED 081 037 CS 500 386
Woods, Alan
A Quantification Approach to Popular American Theatre: Outline.
Pub Date 20 Aug 73
Note—12p.; Paper presented at the Annual Meeting of the American Theatre Assn. (New York, August 20, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Dramatics, History, *Research Methodology, *Statistical Studies, *Theater Arts, *United States History
Identifiers—*Theater History
A previously relatively unexplored area of theater history studies is the quantification of titles, authors, and locations of productions of plays in Canada and the United States. Little is known, for example, about the number of times any one play was staged, especially in the earlier days of American drama. A project which counts productions on a city-by-city basis could be the foundation for whole new insights into general theatrical entertainment. The period of 1890 to 1910 had been selected for study because it is relatively unknown. For the same reason, 25 secondary American cities are surveyed. The project is an ongoing one, with productions in ten cities thus far surveyed. (CH)

ED 081 038 CS 500 388
Tipton, Robert L.
Problems of Cross-Cultural Communication in Developing Bilingual Bicultural Education Programs.
Pub Date Apr 73
Note—16p.; Paper presented at the Annual Meeting of the Southern Speech Communication Assn. (Lexington, Ky., April 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biculturalism, *Bilingual Education, Communication (Thought Transfer), Cultural Awareness, *Cultural Exchange, *Cultural Interrelationships, Effective Teaching, *Instructional Innovation, Interaction Process Analysis, Relevance (Education), Social Attitudes
Bilingual, bicultural instruction is not an attempt to change the language or the culture of students. It is designed to develop behavior patterns which are acceptable in the context of more than one cultural environment. Recognizing that all cultures are equally valid, it is essential that teachers prevent one language and culture from dominating the other in the classroom. There must be no attempt to force Anglo-Saxon Protestant mores and language upon individuals from other groups. Knowledge must be presented in reference to more than one cultural framework; behavior must be judged by more than one ethnic system. (EE)

ED 081 039 CS 500 389
Witkin, Belle Ruth Stephens, Kent G.
A Fault Tree Approach to Analysis of Organizational Communication Systems.
Pub Date Nov 72
Note—41p.; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (Honolulu, November 18-21, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication (Thought Transfer), Flow Charts, Group Structure, *Information Theory, Interaction, *Interaction Process Analysis, Intercommunication, *Organization, *Social Systems, *Systems Analysis
Identifiers—*Fault Tree Analysis
Fault Tree Analysis (FTA) is a method of examing communication in an organization by focusing on: (1) the complex interrelationships in human systems, particularly in communication systems; (2) interactions across subsystems and system boundaries; and (3) the need to select and "prioritize" channels which will eliminate noise in the system and maximize effectiveness. FTA provides a step-by-step description of possible failure events within a system and the interactions (the combination of potential occurrences) which

could result in a predetermined undesirable event. The FTA technique begins with the description of the system as it exists and proceeds through identification and analysis of potential failures to final suggestions for system changes or modifications. The technique focuses not only on how an organization is designed to operate but also on how it does operate in practice. (A series of diagrams is included in the description of the process.) (RN)

ED 081 040 CS 500 390
Weiner, Janet
How to Organize and Run a Film Society.
Pub Date 73
Note—210p.
Available from—The Macmillan Company, 866 Third Avenue, New York, N. Y. 10022 ($7.95)
Document Not Available from EDRS.
Descriptors—Audiovisual Communication, *Clubs, *Films, Financial Needs, *Manuals, Mass Media, *Organization, Organizations (Groups), Program Coordination, Publicize, *Repetitive Film Showings, Sound Films
Identifiers—Cinema, *Film Societies
This book gives practical, step-by-step instructions on the formation and operation of film societies. Film societies or clubs are usually made up of students of films who have no commercial motivations but who strongly desire to view repeatedly the many films that are unavailable in neighborhood theaters. This book explains club organization and financing and tells how to make film selections, do bookings, and create publicity for screenings. Suggestions are given on the selection of projection equipment and on methods of setting up the screening rooms. An extensive list of films generally popular with film societies is included. Each entry notes the film title, date, short credits, and names and addresses of companies that distribute the film in 16-mm format. (CH)

ED 081 041 CS 500 391
Fadiman, William
Hollywood Now.
Pub Date 72
Note—174p.
Available from—Liverright, 386 Park Avenue South, New York, N.Y. 10016 ($6.95)
Document Not Available from EDRS.
Descriptors—Acting, Agencies, Agency Role, Audiovisual Communication, Authors, *Economic Change, *Film Production Specialists, Films, *Film Study, *Industry, Production Technicians, *Professional Personnel, Scripts, Technological Advancement
Identifiers—Cinema, *Film Industry
A behind-the-scenes look at Hollywood's film industry reveals the roles and functions of its agents, directors, stars, writers, producers, and technicians. Economy is the dominant motivational factor affecting everyone connected with Hollywood; actors, scripts, and film production specialists are evaluated entirely in dollars. Coping with this economic fact of Hollywood life is the major problem of all those involved with film production. Future technological advancements in public audiovisual entertainment are likely to increase economic strictures on the film industry. (CH)

ED 081 042 CS 500 392
Harrison, Helen P.
Film Library Techniques; Principles of Administration. Studies in Media Management.
Pub Date 73
Note—277p.
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($16.50)
Document Not Available from EDRS.
Descriptors—Audiovisual Communication, Cataloging, *Film Libraries, *Films, Film Study, Information Centers, Information Processing, Information Retrieval, Library Acquisition, Library Education, Library Materials, *Library Material Selection, Library Planning, Library Standards, *Library Technical Processes, *News Media
This book is a practical guide to the formation and maintenance of film libraries--specifically newsfilm libraries. Developed in detail are the problems of staffing, layout, planning, economics, copyright, and especially film selection policies. Discussed are handling, storage, and preservation of film along with methods of recording the contents of films; cataloging that material, as well as the films; and general information retrieval processes. The technique of "shotlisting" analysis of films is explained. International efforts to standardize film-handling procedures are also covered. (CH)

ED 081 043 CS 500 394
Peirce, J. F.
Don't Hesitate to Heckle Your Speech Students!
Pub Date Oct 72
Note—10p.; Paper presented at the Texas Speech Assn. (San Antonio, October, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication (Thought Transfer), *Communication Skills, Effective Teaching, Evaluation Techniques, *Instructional Innovation, Speech Education, *Speech Evaluation, Speech Instruction, *Speech Skills, *Teaching Techniques, Verbal Communication
Although written and oral criticism of a speech may help a student become aware of his mistakes and a tape recording may let him hear them, both techniques deal with past experiences. They make the student aware of what he did say, but not of what he is saying at the moment. Interjecting comments and criticisms while a student is speaking assists the student in learning to adapt to adverse speaking situations and in overcoming initial nervousness. This technique is also intended to make the student immediately cognizant of flaws in the structure and organization of his speech. Caution must be exercised in employing this technique. "Heckling" or interrupting certain students results in a loss of concentration and even in antagonism toward the teacher from other class members. Generally speaking, however, this technique assists teachers in developing better speakers. (EE)

ED 081 044 CS 500 395
Fielding, Raymond
The American Newsreel 1911-1967.
Pub Date 72
Note—392p.
Available from—University of Oklahoma Press, 1005 Asp Avenue, Norman, Okla. 73069 ($9.95)
Document Not Available from EDRS.
Descriptors—*Audiovisual Communication, Bulletins, Film Production, Film Production Specialists, Films, *Film Study, History, *Mass Media, *News Media, Sound Films, United States History, Visual Literacy
Identifiers—Cinema, Film Genres, Film History, *Newsreels
This book is a chronological history of the "newsreel" from its beginnings in 1889 to the collapse of the last newsreel production company in 1967. The newsreel is traced from its birth in the United States and France, through its flowering in the "March of Time" and other series, to its demise due to competition with televised news. Economic qualities of this medium are stressed along with its propensity toward sensationalism. The failure of the newsreel to live up to its ethical and artistic potentialities is primarily explored. (CH)

ED 081 045 CS 500 396
Kelly, Elizabeth Y.
The Magic If: Stanislavski for Children.
Pub Date 73
Note—169p.
Available from—National Educational Press, 711 St. Paul Street, Baltimore, Md. 21202 ($7.95)
Document Not Available from EDRS.
Descriptors—*Acting, Children, *Creative Dramatics, *Creativity, *Dramatics, Imagination, Individual Development, Perception, Sensory Experience, *Theater Arts
Identifiers—*Stanislavski (Konstantin)
The author applies the Stanislavski theories on acting to the training of children in dramatics. She bases the book on what she terms the "magic question" that can awaken a child's imagination: "What would I do if . . .?" The opening chapters are designed to assist the student in developing an awareness of his senses for the purpose of interpreting a character to an audience and also in gaining a new awareness of himself and his surroundings. Other chapters deal with concentration, memory, use of emotional reactions, communication to an audience, bodily action, and interpersonal relationships with other performers. At the end of the book there is a guide for the parent or teacher about implementing the exercises and practice projects suggested for the child. (RN)

ED 081 046 CS 500 397
Epstein, Steven L.
A Factor Analytic Study of a Revised Form of Rotter's Internal-External Scale.
Pub Date Apr 73
Note—24p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, *Communication (Thought Transfer), *Individual Power, Information Theory, Interaction Process Analysis, *Research Methodology, *Role Perception, Social Attitudes
Identifiers—*Rotter Internal External Scale
J. B. Rotter's internal-external scale has been widely used as a measure of the degree to which an individual believes he can control the outcome of events. When a revised form of the Rotter scale was subjected to factor analysis, with Rotter's 29 forced-choice items presented as 58 statements to be evaluated along semantic differential scales, the data revealed three factors which account for 21 percent of the explained variance: belief in the existence of luck, belief in internal-external control over personal events, and belief in internal-external control over societal events. An additional 17 factors emerged from the analysis. The revised form adds greater sensitivity to the internal-external scale. (EE)

ED 081 047 CS 500 398
Dickinson, Thorold
A Discovery of Cinema.
Pub Date 71
Note—164p.
Available from—Oxford University Press, Inc., 200 Madison Avenue, New York, N.Y. 10016 ($4.95)
Document Not Available from EDRS.
Descriptors—*Aesthetic Education, Audiovisual Communication, Film Production Specialists, *Films, *Film Study, Foreign Language Films, Mass Media, Sound Films, Visual Literacy, *World History
Identifiers—Cinema, Film Auteurism, *Film History
This brief history of the cinema surveys the birth, development, and modern period of silent and sound films. The approach seeks out major "auteurs" of film, discusses their more artistic works, and places them in historical perspective. Commentary on the aesthetic nature of film includes speculation on the relationship of sound to silent films and the mechanical methods filmmakers use in creating especially tense filmic moments. Narrative, "subjective," and "factual" films from a variety of countries are categorized and discussed. The book is illustrated by numerous enlargements from film frames and by many portraits of film-makers. (CH)

ED 081 048 CS 500 399
Aceto, Vincent J., Comp. *Silva, Fred, Comp.*
Film Literature Index; A Quarterly Author-Subject Periodical Index to the International Literature of Film. Prototype Issue.
Pub Date Apr 73
Note—103p.
Available from—Vincent J. Aceto and Fred Silva, Box 532 DD SUNY-A, 1400 Washington Avenue, Albany, N.Y. 12222 (free as long as supply lasts)
Document Not Available from EDRS.
Descriptors—Audiovisual Communication, *Bibliographies, Film Production Specialists, *Films, *Film Study, Foreign Language Periodicals, *Indexes (Locaters), Information Retrieval, Mass Media, *Periodicals, Reference Materials, Scholarly Journals, Sound Films, Subject Index Terms
Identifiers—Cinema
This book is the prototype issue for a complete quarterly author-subject index to the international literature of film studies. The prototype issue tests the indexing methodology for the projected "Film Literature Index" by indexing and cross-referencing the contents of 28 representative periodicals that deal centrally or peripherally with films. The periodicals indexed in this issue are selected issues of journals published in 1971 ranging from "Cahiers du Cinema" and "Film Comment" to "Playboy." The subject index terms include the authors of articles, film titles, film stars, and names of film-makers. Each entry lists the subject index term, the title of the article, its author, the journal title, pages, and the date of publication. (CH)

ED 081 049 CS 500 400
Faules, Don And Others
A Research and Developmental Program in Three Basic Communication Courses: Student Reactions and Effects on Communicative Ability.
Utah Univ., Salt Lake City. Communication Research and Training Lab.
Pub Date 70
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Basic Skills, Communication (Thought Transfer), Communication Skills, *Course Content, Course Objectives, Educational Research, *Higher Education, Language Arts, Oral Communication, *Speech Curriculum, Speech Education, *Speech Instruction, *Student Reaction, Verbal Communication
This document specifies methods for the evaluation of three different approaches to basic speech communication courses used in higher education. The courses are "Fundamentals of Speech," "Contemporary Issues," and "Communication Process." The first two were designed to produce skilled public speakers and the third was designed to provide students with an understanding of the communication process. Student opinions relating to the success of the courses were sought, as well as those of department chairmen and instructors. Results of this study indicated that one-quarter courses in speech communication can improve the content, language, organization, and general effectiveness of students' speech, but they do not consistently upgrade the delivery of all speech students. Other detailed conclusions pertaining to the three sample courses are also presented. (CH)

ED 081 050 CS 500 401
Knox, Donald
The Magic Factory: How MGM Made "An American in Paris."
Pub Date 73
Note—217p.
Available from—Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 10003 ($9.95)
Document Not Available from EDRS.
Descriptors—Aesthetic Education, Ballet, Dance, *Film Production, *Film Production Specialists, Films, *Film Study, Mass Media, Music, Scripts, *Sound Films, Visual Arts
Identifiers—*Film Industry, Oral History
This book covers the aesthetic and production aspects of the 1951 musical film, "An American in Paris," through interviews with many of the production specialists who helped make this motion picture. The film represents the genre of the color Hollywood musical. It was the winner of six Academy Awards, featured a major star and a developing star, and has been seen by hundreds of millions of people. Thus, the film stands as an archtype of a product of the film industry of the 1950s and the "big studio" system. The book describes the five phases of the film's production--initial preparation, writing of the script, filming, music and dance numbers, and postproduction. Statements resulting from interviews with the production specialists contributing to each of the phases are collected by topic. For example, the comments by Gene Kelly relevant to the music in "An American in Paris" appear along with those of other specialists discussing that subject. The book includes a complete listing of the cast and is illustrated by production still photographs. (CH)

ED 081 051 CS 500 402
Irwin, Ruth Beckey
Judgments of Vocal Quality, Speech Fluency, and Confidence of Southern Black and White Speakers.
Pub Date Nov 73
Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (New York, November 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Language Fluency, *Negro Dialects, Oral Communication, *Regional Dialects, Self Concept, Social Dialects, *Speech Evaluation, Speech Habits
Comparative judgments of vocal quality, speech fluency, and confidence of black and white speakers in southern universities were tested to determine the interrelationships of (1) perception of vocal quality and judgment of confidence in the voice, (2) quality and fluency, and (3) speech fluency and judgment of confidence, and to ascertain the differences between black and white speakers' vocal quality, speech fluency, and confidence. A short passage, used as a stimulus, was read by a test group of 25 Negro and 25 Caucasian students. Using a seven"point scale, it was concluded that: (1) the 50 speakers were correctly identified as to race by a majority of 36 college students serving as listener/judges, (2) vocal quality and speech fluency were both perceived to be significantly better for white speakers, (3) confidence as perceived in the voice was also significantly better for white speakers, and (4) relationships between all combinations of quality, fluency, and confidence were significant. (Author/CH)

ED 081 052 CS 500 403
Sharpham, John R.
Creative Drama in an Arts Education Program: Core I at Illinois State University.
Pub Date Aug 73
Note—9p.; Paper presented at the Annual Meeting of the American Theatre Assn. (New York, August 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication (Thought Transfer), *Creative Dramatics, Creative Expression, Curriculum Design, *Elementary School Teachers, Higher Education, Instructional Innovation, *Interdisciplinary Approach, Speech Curriculum, *Speech Education, *Theater Arts
The creative drama program at Illinois State University is part of an interdisciplinary approach to teacher education. Over the past five years, Illinois State University, which currently has one of the largest elementary teacher education programs in the country, has developed a core curriculum which consists of: the arts (Core I), communication (Core II), and the natural and social sciences (Core III). Each core lasts one semester and in the fourth part of the program, students teach full-time under supervision. Art, music, drama, dance, child growth, and curriculum are the major areas of study included in Core I. The primary objective of Core I is to make future elementary teachers aware of the potential of the arts for developing students' self- and group-awareness. An effective method of achieving this objective is to involve future elementary teachers in creative dramatics. In so doing, they become equipped to supervise, within the elementary school classroom, creative dramatics activities which are designed to sensitize students to their individual potentials and to encourage them to share their experiences in group situations. (EE)

ED 081 053 CS 500 404
Staples, Donald E.
A Look at the Role of the American Cinematographer Through a Selected List of Films.
Pub Date 29 Mar 68
Note—19p.; Paper presented at a meeting of the Society of Cinematologists (New York, March 1968)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Art Expression, Audiovisual Communication, Creative Activities, *Film Production, *Film Production Specialists, *Films, *Film Study, Visual Arts
Identifiers—*Cinematographers, Film History
The stress given to film directors and stars in current academic cinema studies unjustifiably ignores the artistic contributions of cinematographers. Frequently, cinematographers are responsible for much of the artistic expression and inventiveness in films. Although determination of the extent of the cinematographer's contribution is difficult, it is possible to assess the frequency with which cameramen are credited for their contributions to award-winning films. A survey of 339 of the "best" feature films produced between 1930 and 1964 indicated that writers, directors, and editors were credited more frequently than cinematographers. It also indicated that a relatively small group of "top" cameramen were acknowledged as contributing to the "best" films of the period. (CH)

ED 081 054 CS 500 405
Fraigneau, Andre, Ed.
Cocteau on the Film; Conversations with Jean Cocteau.
Pub Date 72
Note—141p.; Translated by Vera Traill from the French edition "Jean Cocteau: Entretiens autour du cinematographe/recueillis par Andre Fraigneau"
Available from—Dover Publications, 180 Varick Street, New York, N.Y. 10014 ($2.00)
Document Not Available from EDRS.
Descriptors—*Aesthetic Education, Audiovisual Communication, *Creative Activities, Film Production, *Film Production Specialists, *Film Study, Foreign Language Films, Humanities Instruction, *Interviews, Mass Media, Question Answer Interviews, Visual Literacy
Identifiers—Amberg (George), Cinema, *Cocteau (Jean), Film Auteurism
This book is the text of an interview with the French film-maker, Jean Cocteau. It is the corrected edition, with a new introduction by George Amberg, of the English translation of the early 1950 conversation in French. Cocteau discusses the aesthetics, creative aspects, and production processes of his own films and films in general. His approach is widely humanistic in scope and advances the classical idea of the poet as "an inspired maker" who works in a variety of media rather than just with words. On this basis, he says, film-makers can be termed "poets," and Cocteau considers himself an auteur or poet of the cinema. (CH)

ED 081 055 CS 500 406
Mihevc, Nancy T. And Others
The Censorship of "Maude": A Case Study in the Social Construction of Reality.
Pub Date Apr 73
Note—15p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 25-28, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abortions, Audiences, Broadcast Industry, Broadcast Television, *Censorship, Commercial Television, Communication (Thought Transfer), Mass Media, Moral Values, *Programing (Broadcast), *Realism, *Social Values, Telecommunication, *Television, Television Research, Television Viewing
Identifiers—*Maude, Vasectomy
The concept of reality held by individuals and societies can be explored by examining reactions to the censorship of the two-part television show in the "Maude" series that dealt with abortion and vasectomy. The station managements of WMBD in Peoria, Illinois, and of WCIA in Champaign-Urbana, Illinois, chose not to broadcast the two "Maude" programs and thus demonstrated two aspects of communicational exchange--the censorship act was each station's declaration of its right to exercise its view of reality, and the act resulted in an increase of status for each station. The altercation which ensued between citizens and the station in Peoria raised the question of the moral right of a station management to censor program material, whereas the Champaign-Urbana controversy centered upon WCIA's legal rights. In both cases, however, status was the real issue in the arguments. Thus, consideration of such censorship cases can give insight into both how a station management's view of reality can dominate mass media and the process by which groups and individuals gain status in communicational exchanges. (CH)

ED 081 056 CS 500 407
Ince, Robert L.
Final Technical Report on the Institute for Oral Language Programs for the Elementary School.
Illinois Univ., Urbana. Dept. of Speech.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 68
Note—126p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Communication Skills, *Curriculum Development, Elementary Education, Elementary School Curriculum, *Evaluation, Inservice Teacher Education, *Language Instruction, Language Usage, *Oral Communication, Oral Expression, *Speech Instruction, Summer Institutes, Verbal Communication
Identifiers—National Defense Education Act
This document is a complete evaluation of a National Defense Education Act (NDEA) University of Illinois Summer Institute for Advanced Study in Oral Language Programs for Elementary Schools. The institute was designed to help teachers understand and implement fully detailed programs for oral communication instruction in self-contained elementary classrooms. The major strengths of this institute were the high quality of the instructional staff and the practical approach taken toward the subject; major weaknesses were "excessive" time spent in class and lack of small-group teaching opportunities. Overall, however, the participants were found to

have significantly improved in their ability to identify, describe, and evaluate specific dimensions of oral language behavior in both laboratory and classroom situations. Many participants, in self-evaluation, cited increased confidence with the instructional technology and use of "programed" learning techniques. Also, the participants were found to be able to prepare their own curriculum materials for use in self-contained classrooms. (CH)

ED 081 057 CS 500 408
Jarvie, I. C.
Movies and Society.
Pub Date 70
Note—394p.
Available from—Basic Books, Inc., Publishers, 10 East 53 St., New York, New York 10022 ($10.00)
Document Not Available from EDRS.
Descriptors—Audiences, Evaluation Techniques, *Film Production, Film Production Specialists, Films, *Film Study, Humanities Instruction, *Mass Media, *Social Influences, Social Structure, *Sociology
Identifiers—Film Genres, Film History, *Film Industry
This book explores the sociological implications of the type of feature films produced in Hollywood. The origins, growth, and economic structure of the film industry are studied with the methodology of social science. The sociological implications of the personal roles projected by film stars and the "world view" implicit in Hollywood motion pictures are delineated. Also examined are the film audience and the sociological influences of films upon audiences. Cinema genres--the western, spy, musical, and gangster films--are explored as embodiments of cultural myth. A discussion and validation of the sociological approach to film criticism and remarks elaborating upon film as a medium for the communication of values conclude the book. (CH)

ED 081 058 CS 500 409
Reinard, John C., Jr. Bridges, Dick A.
The Effects of Refutational Techniques on Attitude Change.
Pub Date Nov 72
Note—31p.; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (Honolulu, November, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Science Research, *Changing Attitudes, Cognitive Processes, Communication (Thought Transfer), *Debate, Inductive Methods, *Logic, Logical Thinking, *Persuasive Discourse
Identifiers—*Argumentation Refutation
Little empirical research has been done on the subject of argumentation, especially in the area of refutation, or "disproof," even though some research on debate indicates that refutation constitutes a significant predictor of a team's success. A recent study investigated the effects of eight forms of refutation against five major categories of argument: example, residues, dilemma, analogy, and cause. The refutation techniques included those five argumentative types plus attacks on evidence, attacks on reasoning, and "turning the tables." Results of a survey to determine attitude change on statements relating to a controversial issue (government guarantee of a minimum annual income) indicated that: (1) argument by example is especially persuasive; (2) attack on reasoning, in keeping with traditional theory, is also especially persuasive; and (3) attack on evidence is curiously unpersuasive. There appears to be an inverse relationship between the effectiveness of the type of initial argument and its effectiveness as refutation. In addition, arguments drawn from inductive reasoning appear to be most effectively refuted by arguments in the same category. (RN)

ED 081 059 CS 500 410
Knapp, Mark L. And Others
An Exploration of Deception as a Communication Construct.
Purdue Univ., Lafayette, Ind. Communication Research Center.
Spons Agency—United States Steel Foundation, New York, N.Y.
Pub Date Nov 73
Note—32p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York, Nov. 8-11, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Anxiety, Body Language, *Communication (Thought Transfer), Computer Oriented Programs, Content Analysis, Interaction Process Analysis, *Interpersonal Relationship, *Motivation Techniques, *Nonverbal Communication, Opinions, Persuasive Discourse, Receptive Language, Rhetoric, Social Relations, *Verbal Communication, Video Tape Recordings
Identifiers—Deceptive Communication, *Lying, Machiavellian Traits
Lying and interpersonal manipulation seem to be in the communicational and behavioral repertory of all people, yet little scientific data are known about these phenomena. Deception and Machiavellianism in interpersonal verbal and nonverbal communication can be observed through content and interaction analysis as manifest in visible and audible displays of subjects' uncertainty, vagueness, nervousness, reticence, anxiety, restricted language usage, and "shifty" behavior. These observations are aided by content analysis of video tape recordings and use of an analog computer for statistical compilations. Lying can be discovered in the verbal and body language of subjects, but intentional Machiavellianism--interpersonal manipulation--cannot be observed with reliability by existing test procedures. (CH)

EA

ED 081 060 EA 005 127
Webb, Ronald
Mini Schools: McMurray Junior High, Nashville, Tenessee.
Pub Date [72]
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cooperative Teaching, *Educational Innovation, *Flexible Schedules, Grade 7, *Grouping (Instructional Purposes), *Junior High Schools
Identifiers—*Mini Schools, Nashville, Tennessee
The mini school program is designed to provide a smooth transition from the elementary school to the independent discipline approach of high school. Under the program, a student spends two-thirds of each school day in a mini school where he is taught language arts, math, health science, and social studies. Each mini school has a teacher for each of the four subject areas. During the four class periods that students are in the mini school, teachers work with them in any way teachers choose. This report describes how the mini schools operate, tells how to schedule mini schools, and outlines some of the advantages of mini schools over more traditional methods of schooling. (JF)

ED 081 061 EA 005 129
How To Initiate and Administer a Community Resource Volunteer Program.
Minneapolis Public Schools, Minn.
Pub Date 71
Note—106p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Citizen Participation, *Community Resources, *Curriculum Enrichment, Elementary Schools, *Program Administration, Program Planning, *Volunteers
The Community Resource Volunteer Program, begun in the public elementary schools of Minneapolis in 1965, is designed for curriculum enrichment. Guidelines for initiation and administration of such a program are explained within the context of Minneapolis' experience. Additionally, questionnaires and summaries of questionnaire responses from teachers, administrative personnel, volunteers, and students evaluating the program are included. The report also discusses staffing and financing considerations. (JF)

ED 081 062 EA 005 134
Keepes, Bruce D.
A School Without Failure: A Description of the Glasser Approach in the Palo Alto Unified School District.
Pub Date Mar 73
Note—32p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Failure, *Educational Change, *Elementary Schools, Grading, *Humanization, *Individualized Instruction
Identifiers—*Schools Without Failure
Glasser builds his alternative, a "School Without Failure," on an analysis of what children need to achieve a successful identity and on an examination of the ways in which schools affect children to teach them failure. The author discusses the Glasser approach and describes an attempt to implement the approach in a Palo Alto elementary school. The author observes that, after four years of operating on the Glasser plan, the school staff is noticeably committed to creating a success-oriented experience for students as evidenced by the warm teacher-pupil relationship, the emphasis on individualized instruction, the absence of arbitrary universal standards, the problem-solving approach to discipline, and the general sense of joint effort observable both within the classroom and within the school as a whole. (Author/JF)

ED 081 063 EA 005 166
DeGregorio, William
Tewksbury's Plan: The Continuous School Day.
Pub Date Feb 73
Note—56p.; Paper presented at National Association of Secondary School Principals Annual Convention (57th, Dallas, Texas, February 2-7, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Double Sessions, Program Development, *Scheduling, *School Organization, School Surveys, Secondary Schools, *Student Attitudes, *Teacher Attitudes
Identifiers—*Continuous School Day
Tewksbury High School, Massachusetts, solved overcrowding problems by rearranging its school day. The continuous school day devised to solve this overcrowding is a double overlap schedule under which seniors attend school from 7:30 a.m. to noon; juniors from approximately 9:30 to 2:50 p.m.; and sophomores from noon to 4:54 p.m. Under this plan, no more than 943 students at a time are in the building, which has a housing limitation of 1,000 students. Teachers' schedules are staggered and overlap those of the students. The new scheduling has not only solved the overcrowded situation, but has also allowed the school to move from about 90 course offerings to 183. An evaluation of the program after three quarters of a year of operation, including a survey of teacher and student attitudes toward the new system, is included in the report. (Dittoed material may reproduce poorly.) (Author/JF)

ED 081 064 EA 005 193
Woodruff, Alan P.
Career Education Facilities: A Planning Guide for Space and Station Requirements. A Report
Educational Facilities Labs., Inc., New York, N.Y.
Pub Date Apr 73
Note—50p.
Available from—Educational Facilities Laboratories, 477 Madison Avenue, New York, New York 10022 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, Flexible Facilities, *Laboratories, Models, Occupational Clusters, *Planning (Facilities), *School Shops, *Space Utilization, Vocational Education
Identifiers—*Shared Facilities
This publication provides the educational planner and the architect with some suggestions concerning models by which they may plan new flexible-use, shared-space facilities and supports the models with guidelines for the development of facilities and educational programs for occupational education. In addition to discussing the financial advantages of space and equipment sharing by more than one program of a career or occupational education center, the publication is a comprehensive guide to planning for all the facilities likely to be encountered in career education. Each presentation of facility planning is divided into a discussion of program and space relationships, an identification of the individual stations and areas within each of the cluster laboratories and of the relationships between these stations and the shared services of the laboratory and the cluster as a whole, and a table of space requirements for most of the individual stations required in each laboratory. These tables include the space required for each station, plus a guideline percent of stations that should be allocated to each area. (Author/MLF)

ED 081 065 EA 005 208
Dubois, Sheilagh, Ed.
Values in the Curriculum. Ontario Association for Curriculum Development Annual Conference (20th, Windsor, Ontario, November 11-13, 1971).
Ontario Association for Curriculum Development, Toronto.
Pub Date Nov 71
Note—104p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum, *Educational Objectives, Elementary Schools, *Group Discussion, Secondary Schools, *Theories, *Values
Twenty-four discussion groups focused on various concerns about values. Some groups, for instance, discussed the place of values in education, while others discussed values characterized as institutional, such as those of religion, thought, or economics. Still other groups discussed personal and personality values, and the biopsychological (life) values. A distillation of each group's discussion is included. (For related document, see EA 005 208.) (JF)

ED 081 066 EA 005 213
Jefferson County Design/Build Program. BSIC/EFL Newsletter.
Building Systems Information Clearinghouse, Menlo Park, Calif.
Pub Date Apr 73
Note—13p.
Available from—BSIC/EFL, 3000 Sand Hill Road, Menlo Park, California 94025 (free)
Journal Cit—BSIC/EFL Newsletter; v5 n1 p2-13 Apr 73
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Architects, Architectural Programing, Bids, *Construction Management, *Construction Programs, Cost Effectiveness, Facility Guidelines, Planning (Facilities), *School Construction, *Systems Approach
Identifiers—*Design Build Construction
In the design/build process, an owner asks an architect to team up with a builder to provide both design and construction services at a fixed price. Design/build procedures, used successfully in Jefferson County, Colorado, to provide facilities that satisfy school district needs in quality, cost, and fast delivery, are described. An editorial comment also attempts to place the Jefferson County experience into the context of design/build throughout the country. (Building plans may reproduce poorly.) (Author/MLF)

ED 081 067 EA 005 214
Proceedings of National Nutrition Education Conference (6th, Washington, D.C., November 2-4, 1971).
Department of Agriculture, Washington, D.C.
Report No—DOA-Misc-Pub-1254
Pub Date Apr 73
Note—120p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0100-02675, $1.25 or $1.00 GPO Bookstore)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Community, *Eating Habits, Environmental Influences, High School Students, Human Development, Instructional Innovation, Life Style, *Nutrition, *Nutrition Instruction, Personal Values, Physical Environment, Problem Solving, Social Environment, Teaching Techniques, *Youth
The conference provided an opportunity for nutritionists and workers in allied professions at the local, State, and national levels to come together to identify and consider effective techniques for working with youth in the development of food habits. Participants raised and explored some of the youth-oriented problems related to nutrition, identified some of the effective ways of working with youth and the adaptability of these programs to a variety of district problems, and discussed ways in which youth-oriented nutrition programs might possibly be initiated and financed. Specific presentations concern the values, life styles, eating habits, and health of youth today; adolescent growth and development; and responsibility for developing the dietary habits of youth. In addition, ideas for nutrition education, programs, actions, and techniques are presented by Federal, school, industry, and voluntary agency representatives. (Author/MLF)

ED 081 068 EA 005 273
The Campus Plan: Quality Education for Elementary Schools.
Syracuse City School District, N.Y.
Pub Date Sep 69
Note—10p.; Modification of report to the Syracuse Board of Education on a proposal for the Campus Plan, August 1969
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Building Obsolescence, *Campus Planning, Capital Outlay (for Fixed Assets), Data Processing, Educational Facilities, *Educational Parks, Educational Programs, *Elementary Schools, Enrollment, *Expenditures, Instructional Technology, Personnel, Site Analysis, Student Transportation
Identifiers—*Syracuse Campus Site Planning Center
The concept of educational parks composed of elementary schools was introduced to the Syracuse community in 1966. The first campus was planned for 4,320 children who were to be housed in eight 540-pupil schools. A review of the size, cost, and location of the first campus has led to some modifications in the original plan. This summary describes the modifications of school replacement priorities, enrollments, and expenditures. (For related document, see ED 044 810.) (MLF)

ED 081 069 EA 005 276
Melancon, Donald
A Systematic Approach to Tension Monitoring and Tension Reduction in an Educational Setting.
Pub Date 1 Jun 73
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activism, *Conflict Resolution, *Race Relations, Secondary Schools, *Student Alienation, *Student Attitudes, *Student Behavior
Identifiers—Illinois, Kankakee
The Kankakee, Illinois, school district investigated the causes of social conflict in the school district and developed a system of tension monitoring and reduction. Causes of tensions identified by the school district come under the headings institutional, instructional, and personal-interaction. The school's program for tension reduction, once critical levels of tension have been reached, is to introduce activities to create positive excitement that counter and reduce the tension. Some of the activities described in the report include class projects and field trips, discussions with parents and student leaders, clean-up campaigns, cultural assemblies, and school dances. The relative effectiveness of these different activities is discussed. (JF)

ED 081 070 EA 005 287
Nelson, Walter A.
Critical Tasks of School Principals in Student Teaching Programs.
Oregon School Study Council, Eugene.
Report No—OSSC-Bull-Vol-12-No-8
Pub Date Apr 69
Note—30p.
Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($1.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, Administrator Responsibility, *Administrator Role, Critical Incidents Method, *Elementary Schools, *Principals, Research, *Secondary Schools, *Student Teaching, Tables (Data), Task Analysis, Teacher Education
Identifiers—Oregon, Washington
The research purpose of this investigation called for determining if varying concepts of the principals' functions in the administration of student teaching programs existed among those elementary and secondary school principals, superintendents, and directors of student teaching involved with programs in selected, accredited institutions in Washington and Oregon; and what these concepts were, as perceived by the respondent groups. Considerable consistency was observed among the respondent groups in the rankings. Approval and consistency ratings indicate that acceptable behavioral patterns for principals in the administration of student teaching programs are identifiable. In general, such tasks appear to exist at the local building level, to be concerned with efficient administration practices, and involved with human relations rather than evaluative aspects of the program. A 23-item bibliography is included. (Author/WM)

ED 081 071 EA 005 288
Fisher, James R.
The Relationship of Sex, Level, and Position of Oregon Educators to Attitudinal Statements That Deal with Collective Negotiations and Sanctions.
Oregon School Study Council, Eugene.
Report No—OSSC-Bull-Vol-13-No-1
Pub Date Sep 69
Note—35p.
Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($1.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Attitudes, Analysis of Variance, Boards of Education, *Collective Negotiation, Decision Making, *Elementary Schools, Sanctions, *Secondary Schools, Statistical Studies, Tables (Data), Teacher Associations, *Teacher Attitudes, Teacher Militancy, Teacher Participation
Identifiers—*Oregon
The decade of the 1960's witnessed an ever-increasing demand by members of the teaching profession for a greater voice in the determination of policies affecting the educational system. Teachers pressed for a more active role in what previously had been considered an administrative function. For this investigation of Oregon educator attitudes toward collective negotiations and sanctions, scores were obtained from a sample population comprising subsets of male and female elementary and secondary teachers, and male and female elementary and secondary principals. Correlations were run to determine the relationship between scales of Progressivism and Traditionalism, to Collective Negotiations and Sanctions. Study results indicated that, generally speaking, respondents with progressive viewpoints tended to favor collective negotiations, and vice versa; male secondary principals and female elementary teachers indicated no relationship between collective negotiations and progressivism; no significant relationship was shown to exist between collective negotiations and traditionalism (with the possible exception of male secondary teachers), and no significant relationship was found between sanctions and progressivism (with the possible exception of female secondary teachers.) (Author/WM)

ED 081 072 EA 005 289
Rousseau, Alan J.
The Elementary School Principal: What Training and Experience Factors Relate to His Success?
Oregon School Study Council, Eugene.
Report No—OSSC-Bull-Vol-14-No-9
Pub Date May 71
Note—36p.
Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Characteristics, *Administrator Education, *Administrator Qualifications, Administrator Role, Administrator Selection, *Elementary Schools, *Principals, Professional Training, Questionnaires, *Success Factors, Tables (Data)
The primary purpose of this study was to determine if principals who exhibit high or low administrative success differ on the basis of their academic training and professional experience. Results provide some evidence that elementary school principals who exhibit a high degree of scholarship as undergraduate students tend to be more effective; that those who have taken a considerable amount of graduate training in educational administration tend to be more effective than those who have not taken such training; and that those who have had a considerable amount of administrative experience tend to be more effective than inexperienced principals. A greater degree of effectiveness was not found among those who had majored in elementary education as undergraduates; who had taken a considerable amount of graduate training in curriculum and supervision courses and in the social sciences and humanities; or who had had a considerable amount of teaching experience. An extensive bibliography is included. (Author/WM)

ED 081 073 EA 005 290

Stewart, Bill F.

The Role of Secondary School Para-Professionals.

Oregon School Study Council, Eugene.

Report No—OSSC-Bull-Vol-14-No-10

Pub Date Jun 71

Note—44p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrator Attitudes, Clerical Occupations, *Job Analysis, *Occupational Information, *Paraprofessional School Personnel, Questionnaires, *Role Perception, *Secondary Schools, Statistical Analysis, Tables (Data), Task Performance, Teacher Attitudes

Identifiers—*Oregon

The purpose of this study was to provide knowledge not previously available to professional educators concerning the paraprofessionals in Oregon secondary schools. The study was concerned with an analysis of differentials in paraprofessional role expectations as they occur among and between administrators, teachers, and paraprofessionals. An 80-item (task) questionnaire was administered in 58 secondary schools. Statistical analyses were performed on the responses to determine which of the 80 tasks should be performed by paraprofessionals, and which of the tasks were, in fact, being performed. Study results indicate, in part, that there is a wide variation in duties assigned to secondary paraprofessionals and that almost without exception paraprofessionals were performing assigned tasks. The document includes detailed position descriptions for each of seven major categories of secondary school paraprofessionals -- library, clerical, resource center, audiovisual, student supervision, and instructional aides; and graphic artists. A brief bibliography is included. (Author/WM)

ED 081 074 EA 005 291

Kleparchuk, Harry

Supervisory Services Considered Desirable by Teachers and Principals in "Open Space" Elementary Schools.

Oregon School Study Council, Eugene.

Report No—OSSC-Bull-Vol-14-No-2

Pub Date Oct 70

Note—34p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Attitudes, Bibliographies, *Elementary Schools, Elementary School Supervisors, Grade 4, Grade 5, Grade 6, *Open Plan Schools, Principals, Questionnaires, School Design, *Supervision, Supervisory Activities, Supervisory Methods, Tables (Data), *Teacher Attitudes

Identifiers—Alberta

The purpose of this study was to determine the nature of the supervisory functions that both teachers and principals of "open space" elementary schools in the Edmonton Public School System consider desirable in order to improve classroom instruction. A 77-item questionnaire was sent to the principals as well as to the 4th, 5th, and 6th grade teachers under their supervision to elicit their opinions and observations. As a result, the author makes several recommendations for improved supervision, which principals and teachers in all schools might consider. For example, he feels that staff members should focus on cooperation, involvement, collaboration, and communication in their daily interaction; that principals should give teachers more responsibility and authority for making decisions which directly affect teaching and learning; the threat of classroom visitations as a supervisory technique should be removed; demonstration teaching should be considered as a useful technique; and that principals should help teachers achieve a sense of worth and dignity in their work. (Author/Editors)

ED 081 075 EA 005 292

Stuckey, John

Views and Feelings of Superintendents Who Are Disturbed About Teacher Militancy.

Oregon School Study Council, Eugene.

Report No—OSSC-Bull-Vol-14-No-1

Pub Date Sep 70

Note—42p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Attitudes, Administrator Role, Collective Bargaining, Educational Change, Professional Recognition, Superintendent Role, *Superintendents, *Surveys, *Teacher Administrator Relationship, Teacher Associations, *Teacher Militancy

Identifiers—*Oregon

Three basic issues examined in this research include why superintendents are disturbed about teacher militancy; whether superintendents view teacher militancy as threatening to local decision-making, damaging to public support of education, adversely affecting professionalism, causing severe role conflict for administrators, driving out administrators from teacher organizations, adversely affecting the school organization, or threatening administrative authority; and whether superintendents suspect the motives of militant teachers and believe their militancy is "bad" for education in general. Results indicate that superintendents are divided in their attitudes about teacher militancy, but that the great majority are definitely perturbed by it. Superintendents interviewed were most concerned about public support of education; teacher radicalism and selfish orientation; administrator-teacher relations; and professional education. (Author/WM)

ED 081 076 EA 005 293

Gallo, Vincent A.

Should We Abolish or Retain the Principalship?

Oregon School Study Council, Eugene.

Report No—OSSC-Bull-Vol-13-No-8

Pub Date Apr 70

Note—14p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Education, *Administrator Role, Curriculum Development, Educational Change, Educational Innovation, *Elementary Schools, Evaluation, Group Dynamics, Inservice Education, Inservice Programs, Instructional Improvement, *Principals, *Supervision

In this paper, an attempt is made to establish a hierarchical order of purpose for the elementary school principalship. In rank order, these purposes are (1) clinical supervision, whose central purposes are the improvement of instruction utilizing objective systematic feedback techniques and effective knowledge of group dynamics; (2) professional dialogue with staff in the planning of curriculum and the implementation of curricular programs; and (3) management functions. It is the author's contention that the impetus for change within education is strong enough to ultimately bring about the abolition of the building principalship. He advocates, therefore, that the educational profession should formulate guidelines for inservice education of career administrators, establish a hierarchical order of function for the role of the principalship, develop a clearinghouse system for identification of innovative programs, and come to grips with the political realities of the movement within education to abolish or circumvent the principalship. (Author/WM)

ED 081 077 EA 005 298

McGuffey, C. W., Ed.

Educational Facilities Survey: Atlanta Public Schools, 1971-81.

Atlanta Public Schools, Ga.; Georgia Univ., Athens. Coll. of Education.

Spons Agency—Atlanta Board of Education, Ga.

Pub Date 72

Note—160p.

Available from—Atlanta Public Schools, 224 Central Avenue, S.W., Atlanta, Georgia 30303 ($3.50)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Average Daily Enrollment, Community Study, *Educational Facilities, Enrollment Projections, Facility Case Studies, Facility Inventory, *Facility Requirements, *Middle Schools, Planning (Facilities), *Program Development, Research, *School Organization, Statistical Data

Identifiers—Atlanta, Georgia, *Needs Assessment

Reported on here is a study that was concerned with the impact of the development of a middle-school program on the long-range need for educational facilities in the Atlanta Public Schools. The decision was made by the Atlanta Board of Education to implement a middle-school program, and several new middle-school facilities have been planned and constructed. It became obvious that this shift in school organization would have significant effects on the nature of program offerings and the facilities required at both the elementary and secondary levels of school organization within the school system. The purpose of this study has been to determine the need for middle-school facilities throughout the school system and to make recommendations for housing the middle-school program. Additionally, as the middle-school program is implemented, changes required for meeting the needs of lower elementary and high school education have also been recommended. This report is intended to provide the school staff and school board with information and recommendations to guide their decisions and actions regarding facilities development over the next decade. The long-range plan produced herein can and should serve as the means for decisionmakers of the school system to make more effective decisions regarding educational facilities. (Author/MLF)

ED 081 078 EA 005 299

Booth, Clive

Maiden Erlegh: An English Secondary School Development Project. Programme on Educational Building 2.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date May 73

Note—22p.; A related document is EA 005 300. Photographs and charts may reproduce poorly

Available from—Miss L. Gibson, Principal Administrator, Programme on Educational Building Secretariat, 2 rue Andre Pascal, 75775 Paris Cedex 16, France (Free)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Comprehensive Programs, Educational Objectives, Flexible Facilities, Information Dissemination, Modular Building Design, *School Buildings, *School Design, *School Expansion, School Planning, *Secondary Schools

Identifiers—England

The second in a series of leaflets designed for the dissemination of information on school building, this publication describes the activities of the Development Group of the Department of Education and Science in identifying changes in, studying design implications for, and suggesting solutions to the space problems of, a secondary school in England. The group, consisting of architects, educationists, and other experts, assumed responsibility for the expansion of the school by acting as architects on the design and construction of the building for client local education authorities. The project described here should result in enlarging the school to 1,200 places for students aged 11 - 16, of which 240 places will be for those over 16. The design solution divides the school into eight "Centres" and the school library. Common characteristics of the centres are explained, and a floor plan of the Centre for Humanities illustrates how these ideas have been expressed in practice. (Author/MLF)

ED 081 079 EA 005 300

School Building To-day and To-morrow. Programme on Educational Building 1.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date May 73

Note—27p.; A related document is EA 005 299. Photographs and charts may reproduce poorly.

Available from—Miss L. Gibson, Principal Administrator, Programme on Educational Building Secretariat, 2 rue Andre Pascal, 75775 Paris Cedex 16, France (Free)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Building Innovation, *Educational Change, Educational Innovation, Educational Objectives, *Educational Technology, Flexible Facilities, Information Dissemination, *Planning, *School Buildings, School Community Relationship, School Design, Space Utilization

The first in a series of leaflets designed for the dissemination of information on school building, this publication describes and summarizes the broad issues and problems facing those engaged in the provision of school building facilities. It is

preceded by a short statement outlining the objectives and activities of the Programme on Educational Building. Innovations that affect school planning under discussion are new forms of schools, integration of school and community facilities, need for flexibility and adaptability, and evolution of educational and building technologies. (Author)

ED 081 080 EA 005 301

The Faculty Office: A System of Furniture & Structure.

Pennsylvania Univ., Philadelphia.; Pittsburgh Univ., Pa.; Temple Univ., Philadelphia, Pa.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—24p.; Illustrations may reproduce poorly

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Faculty, *Component Building Systems, *Design Needs, Furniture Arrangement, *Furniture Design, Interior Design, Interior Space, *Movable Partitions, *Offices (Facilities), Space Utilization, Systems Approach

Two wall systems and a compatible wall-hung furniture system are introduced for offices functionally designed to meet the differing needs of college faculty (e.g., storage cabinets for housing archeological artifacts, extensive bookshelves for law professors, etc.). Offices are constructed of molded panel partitions (installed easily in buildings old or new) from which hang shelves for books or storage, cabinets, desks, work surfaces, blackboards or bulletin boards, and a variety of files. The components are interchangeable, and are composed of relatively small parts for easy transportation. Illustrations show the system components and various arrangements. (Author)

ED 081 081 EA 005 302

Burnham, Brian

Reading, Spelling, and Mathematics Achievement of Grade 2 Pupils in Open Plan and Architecturally Conventional Schools. Studies of Open Education No. 6.

York County Board of Education, Aurora (Ontario).

Pub Date Mar 73

Note—11p.; Related documents are ED 067 725, EA 005 303, and EA 005 304

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *Comparative Analysis, Elementary Grades, *Grade 2, Intelligence Tests, Mathematics, *Open Plan Schools, Reading Achievement, School Architecture, School Design, Spelling, Statistical Data, Test Results, *Traditional Schools

Identifiers—Ontario, York County

To assess the educational effectiveness of open plan schools, a standardized test of reading, spelling, and mathematics achievement was administered to grade 2 pupils in two open plan and ten conventionally constructed schools. Scores on all three measures, plus the average attained scores on an academic ability test, were not significantly different between students in the two types of school buildings. (Author)

ED 081 082 EA 005 303

Curiosity and Creativity Among Pupils in Open Plan and Architecturally Conventional Schools - - A Progress Report. Studies of Open Education No. 7.

York County Board of Education, Aurora (Ontario).

Pub Date Mar 73

Note—9p.; Reprint of the agenda item C.2.(d)(iii) of the meeting of the Board of Education. (March 26, 1973) Related documents are ED 067 725, EA 005 302, and EA 005 304

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Comparative Analysis, *Creativity, *Curiosity, Elementary Schools, Grade 2, Grade 5, *Open Plan Schools, School Architecture, School Design, Statistical Data, Test Results, *Traditional Schools

Identifiers—Ontario, York County

Two open plan elementary schools were chosen together with the two traditional schools that most matched in size, location, and socioeconomic backgrounds of pupils; and standardized tests of curiosity and creativity were administered to students in grades 2 and 5. The results of the analyses show that some differences exist on a few of the tests among the four schools, but the differences are not systematic and do not point to any real distinctions among the schools. (Author)

ED 081 083 EA 005 304

Cooke, Geoffrey

Problems of Teacher-Student Organisation in Openrooms. Studies of Open Education No. 8.

York County Board of Education, Aurora (Ontario).

Pub Date Apr 73

Note—11p.; Synopsis of thesis summary, "Teachers' Roles and Structural Differentiations." Related documents are ED 067 725, EA 005 302, and EA 005 303

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Class Organization, *Comparative Analysis, Educational Objectives, Grade 7, Individualized Instruction, Open Education, *Open Plan Schools, School Design, *Student Teacher Relationship, *Traditional Schools

New patterns of organization are required to make openspace work in order to achieve the individual learning goals of students working at their own level, seeking information independently, and interacting freely with other students when required. A comparison of the traditional classroom with what is happening in the more "open" openrooms reveals that the roles of both teachers and students have altered. New roles require new norms to coordinate them and, although many of the new rules of the classroom may no longer apply, there are still rules for the student to learn while he is in the openroom. However, because of the greatly increased autonomy of the student, these new norms must be more general in what they specify. Instead of letting discussion of the open plan idea degenerate into a classroom-versus-openrooms debate, the whole variety of learning situations that are possible in a school should be evaluated. (Author)

ED 081 084 EA 005 305

Jensen, George M.

The Many Faces of Year-Round Education.

Pub Date May 73

Note—15p.; Speech given before Year-Round Education National Seminar. (5th, Virginia Beach, Virginia, May 8-11, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Extended School Year, *School Calendars, *School Community Relationship, *School Schedules, *Year Round Schools

Year-round programs allow students to enter and progress through school at their own pace, eliminate the long 3-month forgetting period, cut down on the number and duration of failures, reduce students' summer boredom, multiply students' job opportunities, and enhance the holding power of schools at the secondary level. These programs also make it possible to offer teachers the type and duration of employment best suited to their individual needs and preferences. Year-round programs can be designed to ensure that all children in a family will be on vacation at the same time, thus enhancing family vacation options rather than restricting them. Another beneficial side effect of a year-round school program is the reduction of summer vacation "people pressure." (Author/MLF)

ED 081 085 EA 005 306

Jensen, George M.

Year-Round School: Here's What's Happening.

Pub Date Apr 73

Note—10p.; Speech given before National School Boards Association Annual Convention (33rd, Anaheim, California, April 7-10, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cost Effectiveness, National Organizations, *Program Effectiveness, Public Opinion, *School Calendars, *School Schedules, *Year Round Schools

The National Council on Year-round Education was formed in 1972 to aid professional schoolmen and supportive board members who feel that our traditional school attendance pattern is unsound from an educational, financial, and societal standpoint. The Council's president-elect cites here the past year's activities of the Council and presents examples of operating year-round programs. (Author/MLF)

ED 081 086 EA 005 307

Annotated Bibliography: Extended School Year Materials. Revised.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Pub Date May 73

Note—49p.; Supersedes previous bibliography (ED 066 799)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Abstracts, Bibliographies, *Extended School Year, Facility Utilization Research, Filmstrips, Quarter System, *School Calendars, School Schedules, *Year Round Schools

This bibliography lists, describes, and identifies 153 sources of pertinent information about extended school year programs. The material is organized into (1) books, pamphlets, articles, and reports; (2) theses and abstracts; and (3) filmstrips and bibliographies. Those items available through the ERIC system are so indicated. (Author/MLF)

ED 081 087 EA 005 308

[Division I, Living-Learning Residences: Dag Hammarskjold College.]

Dag Hammarskjold Coll., Columbia, Md.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date [72]

Note—10p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Architectural Character, *Building Design, *College Planning, Educational Objectives, *Residential Colleges, Student Needs

Identifiers—*Living Learning Residences

Recommendations that can be translated into architectural design were formed after an architectural committee and staff members visited select campuses to study housing patterns and to talk with students and staff; studied the literature related to student housing patterns and architecture; and met with external consultants. The plan is to have three modular units of 120 students with three houses per unit, or 40 students in each house. There will be a residence for a faculty family for each module of students. Houses are to be built with five suites, each having rooms to provide for eight students. Ways are proposed to provide students individual expression in decorating their rooms and to deepen their sense of relationship with nature. (Author/MLF)

ED 081 088 24 EA 005 310

Baillie, Susan And Others

The Potential Role of the School as a Site for Integrating Social Services. A Report.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—EPRC-RR-10; Policy-Memo-SYR-71-5

Bureau No—BR-7-0996

Pub Date Oct 72

Contract—OEC-1-7-070996-4253

Note—148p.; Pages A-19 and A-45 may reproduce poorly

Available from—EPRC Publications, Educational Policy Research Center, 1206 Harrison Street, Syracuse, New York 13210. ($2.00, make checks payable to: Syracuse University Research Corporation)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Case Studies, Community Colleges, Community Education, Community Involvement, Community Programs, *Community Services, Educational Facilities, *Human Services, Legislation, Neighborhood Centers, Program Costs, Racial Integration, Research, School Community Relationship, *School Role, *Social Services, Space Utilization

Physically integrating social services with schools might be a feasible way of providing social services at a lower cost and/or might lead to improved social services. Examination of 10 school/social service complexes reveals an attempt to redefine the neighborhood at the same time enlarging and rendering it less parochial. The rapidly expanding community education movement offers new models for effecting environmental and individual improvement. The potential advantages and disadvantages of meshing social services with schools include analysis of dollar cost trade-offs; legal restrictions; racial integration; bureaucratic constraints; and educa-

tional impact. Six appendixes provide more detailed information on the 10 schools in the case studies; community education legislation and development; the college and community services; and law enforcement and mobile units as potential services to be included in neighborhood centers. (Author)

ED 081 089 EA 005 326

Coppock, Nan.

Board-Administrator Relationships. Educational Management Review Series Number 22.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Sep 73

Contract—OEC-0-8-080353-3514

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Problems, *Board Administrator Relationship, Boards of Education, Collective Negotiation, *Educational Accountability, *Educational Administration, Futures (of Society), Guidelines, *Literature Reviews

Theoretically, the relationship between boards of education and school administrators is well-defined -- the board makes policies, and the superintendent implements those policies. However, the lines of responsibility are not that clear-cut, leading to a variety of problems involving school boards and administrators. In examining documents dealing with the board-administrator relationship, this review focuses on maintaining the harmonious relationship, contemporary issues and solutions, and the future. A common theme is that mutual respect, trust, and support between board members and superintendents are key elements in any successful educational organization. Some of the contemporary problems discussed include ways of changing the present school system, legal and social accountability, imbalances of power, and collective negotiation. Predictions about the future, centering primarily on school boards, range from suggestions for revised functions to replacement by "consensus organizations." Ten of the documents are available from the ERIC Document Reproduction Service. (Author)

ED 081 090 EA 005 331

Maggio, Thomas P., Comp.

Extended School Year Feasibility Study. A Feasibility Study of the Voluntary Quinmester Extended School Year for Long Branch Senior High School. Final Report.

Long Branch City Board of Education, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Office of Program Development.

Pub Date May 73

Note—211p.; Pages 61-99, 189-197, and photographs may reproduce poorly

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Cocurricular Activities, Community Attitudes, *Curriculum Enrichment, *Extended School Year, *Feasibility Studies, *High Schools, Individualized Instruction, Relevance (Education), *School Calendars, School Schedules, Space Utilization, Student Attitudes, Student Centered Curriculum, Teacher Attitudes, Year Round Schools

Identifiers—New Jersey, *Quinmester System

A comprehensive report that provides detailed descriptions of the study structure, the 12 areas investigated, the findings, and the recommendations of a 6-month project to determine the feasibility of operating the Long Branch, New Jersey, High School on a quinmester calendar. The study team covered administrative implementation, athletics and extracurricular activities, budget and facilities, community, commercial and industrial reaction, curriculum, faculty and staff, guidance, junior high and elementary school relationships, teachers' associations, public information, special programs, and student reaction. Appendixes include community and staff information items, study team strategy and calendar, and study budget. (Author)

ED 081 091 EA 005 338

Hixon, Lawrence B.

The Salaried Instructional Paraprofessional: Conditions, Hierarchy and Nomenclature.

Spons Agency—State Univ. of New York, Ithaca. Agricultural Experiment Station at Cornell Univ.

Pub Date Jul 73

Note—51p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrator Attitudes, Labor Conditions, *Occupational Information, *Paraprofessional School Personnel, Questionnaires, Resource Staff Role, *Staff Role, Supervision, Tables (Data), *Team Teaching

Identifiers—*New York State

The author claims that the titles used for paid paraprofessionals who aid in the school instructional programs or who relieve teachers of certain pupil supervisory duties are many and of contrasting variety. One objective of this study was, therefore, to decrease, if possible, the heterogeneity of nomenclature attached to these positions through resolving the suggestions of administrative practitioners into a few titles, in best fit according to the conditions of employment. A second consideration of the study centers on the supervision of paraprofessionals, although State regulations mandate professional responsibility over paraprofessionals. Information was obtained from questionnaires sent to chief school administrators in districts where instructional paraprofessionals are known to be part of the school staffs. Seven different conditions of paraprofessional work were described (e.g., works with only one teacher, works with two or more teachers, is a member of a team teaching unit, etc.) and administrators were requested to react to each condition even though the condition did not exist in their districts. Responses from the 268 participating administrators indicate that the most common condition of instructional paraprofessional employment is exclusively supervision, with paraprofessionals relieving teachers of duties involving pupil control in study halls, hallways, playgrounds, and at other points on the school campus where pupils congregate. (Author/WM)

ED 081 092 EA 005 339

Hughes, Larry W.

Informal Extra-Organizational Forces Affecting Educational Decision-Making.

Pub Date Jul 72

Note—22p.; Paper presented at Urban Administration Annual Conference (3rd, Knoxville, Tennessee, July 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Communication (Thought Transfer), *Community Attitudes, *Community Characteristics, Community Leaders, Community Organizations, *Decision Making, *Informal Organization, Models, Political Influences, *School Community Relationship

Several explanations are proposed for community attitudes about the school system. The author claims that the most important factor affecting these attitudes may be the school's failure to develop effective ways of carrying on continuous dialogue with its community. The author specifies that an educator should subject his community to a regular examination rather than assume that the community decisionmaking structure is a stabilized constant. A model for examining the influence structure in a community presents four major categories: a consensual elite structure, where few citizens participate and a small group rules; the competitive elite structure, characterized by two or more ideological groups attempting to rule, but where few citizens participate; a consensual mass power system, implying general ideological unity with broad effective participation by a substantial number of citizens; and the competitive mass structure, analogous to the consensual mass but having some conflict because of the varying ideological base. A selected bibliography is included. (Author/WM)

ED 081 093 EA 005 340

Frymier, Jack R.

Who Is Accountable to Whom and for What?

Pub Date Feb 73

Note—16p.; Speech given before American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Accountability, Educational Finance, *Educational Methods, *Educational Objectives, *Ethics, Federal Aid, Humanization, *Performance Criteria, Public Schools, School Responsibility, Standards

Identifiers—United States Office of Education, USOE

There is a real conflict between "humanism" as a point of view and "accountability" as a process. Most of the "accountability" literature today is characterized by a devotion to measurable ends, an implicit belief that the ends justify the means. The other half of the educational equation has to do with educational means, yet many people are ignoring the ethical, human questions which are involved. The United States Office of Education itself is fostering financial dependency among educational institutions by establishing conditional relationships (e.g., if the work is done then the funds are forthcoming.) Obviously, school people are responsible for what they do; and for how they teach, administer, and supervise in schools. However, holding one person or institution "responsible" is different from demanding responsibility for the deeds of another. (Author/WM)

ED 081 094 EA 005 341

Goodlad, John I.

Curriculum Decisions: A Conceptual Framework.

Pub Date Mar 73

Note—11p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973) A derivation of ED 010 064

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Conceptual Schemes, *Curriculum Development, *Curriculum Planning, Data Collection, *Decision Making, Educational Change, Educational Innovation, *Educational Objectives, Educational Programs, Learning Experience, Organization, State School District Relationship

The ultimate purpose of curriculum planning is to arrange an array of stimuli or opportunities to extend or modify the knowledge, skills, or attitudes of identifiable learners. A curriculum might be defined, then, as a set of intended learnings. Three kinds of decisionmaking realms and three corresponding perspectives for inquiry make up the domain of curriculum. These realms involve political negotiations, curricular substance, and established practice. Such decisions are made at societal, institutional, and instructional levels in the hierarchy of schooling. To satisfy the different realms of decisionmaking, differing data sources must be brought into play in the search for tenable answers and solutions. These sources include funded knowledge, conventional wisdom, and the ideological sources of theorists and researchers. It is because educational institutions tend to draw their data for decisionmaking from the safety of conventional wisdom that schools are conservatively oriented and that the most controversial and potent thrusts of innovation are blunted. (Author)

ED 081 095 EA 005 342

Kohl, John W.

The Viability of the Development Council: A Voluntary Educational Change Agency.

Pub Date Feb 73

Note—17p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Change Agents, Communication (Thought Transfer), Cooperative Programs, *Educational Change, *Educational Development, *Educational Innovation, Educational Strategies, Information Utilization, Organization, Public School Systems, Research and Development Centers, *Voluntary Agencies

Identifiers—National Institute for Education, NIE, *School Study Councils

Educational change is too complex and important ever to be delegated entirely to federal agencies and to federally-funded R&D centers and regional laboratories. Alternative agencies can and do play a part in the larger scheme of research, development, dissemination, diffusion, and adoption of innovations in education. One such agency is the school study-development council, a group of local school systems working voluntarily in loose confederation for the purpose of solving defined educational problems that exist in the member schools. Their three most important activities are inservice training, cooperative research, and the sharing of information. Councils have had their greatest success in the dissemination of educational innovations, in making the school client system aware of and interested in new ideas, thus helping them through the first two stages toward the actual adoption of innovations. (Author/WM)

ED 081 096 EA 005 343

Scanlon, Robert G.

Bringing About Change in the Schools. A Case Study: Lake Park Elementary School, Lowndes County School District, Georgia.

Pub Date Feb 73

Note—60p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrator Role, *Case Studies, *Educational Change, Educational Improvement, *Elementary Schools, Humanization, *Individualized Instruction, Instructional Innovation, Interagency Cooperation, Program Evaluation, Relevance (Education), School Community Cooperation, *Student Centered Curriculum, Teacher Role

Identifiers—Georgia, *Individually Prescribed Instruction, IPI

To develop a dissemination strategy for optimal impact on the educational community and to establish a working relationship with State Education Agencies (SEA's), Research for Better Schools (RBS), in 1971, formed a nationwide network of schools as a proving ground for Individually Prescribed Instruction (IPI). The network includes a partnership of SEA's and local education agencies that make possible a controlled IPI strategy and a demonstration of IPI programs to the educational community. In addition, network schools serve as training centers for administrators who wish to bring individualization to their districts. One of these schools, the Lake Park Elementary School, is the subject of this case study. The school enrolls 619 children and is located in an area peopled in equal parts by farmers, skilled or semi-skilled factory workers, and upper middle class professionals. Desegregation mandates had previously spurred the school district towards efforts to assess needs, evaluate existing schools and classrooms, and assess the problems associated with the move from desegregation (physical placement of humans) to integration (equal opportunities.) This paper explores the 4-way partnership that resulted between the school, the county school district, the Georgia State Department, and RBS in implementing an IPI program at Lake Park. (Author/DN)

ED 081 097 EA 005 361

Revenue Sharing: Its Use by and Impact on State Governments. Department of the Treasury. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Congress of the U.S., Washington, D.C.; Department of the Treasury, Washington, D.C.

Report No—GAO-B-146285

Pub Date 2 Aug 73

Note—63p.

Available from—U.S. General Accounting Office, Room 6417, 441 G Street, N.W., Washington, D.C. 20548 (Order No. B-146285, $1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Finance, *Federal Legislation, *Federal State Relationship, Property Taxes, *Resource Allocations, *Revenue Sharing, *Tax Rates

The results of the G.A.O.'s State-by-State investigation of the status of the $1.7 billion distributed to 50 State governments and the District of Columbia for 1972 are reported in this pamphlet. The investigation attempted to assess the actual impact of revenue sharing in such areas as tax reduction, changes in budget priorities, and increased funding for programs. The findings reflect the subjective assessments by knowledgeable State officials of the broad fiscal impact that revenue sharing funds would have on their States. (JF)

ED 081 098 EA 005 362

Stelzer, Leigh

Electoral Competition and the Receptivity of School Board Members.

Pub Date Jun 72

Note—45p.; Paper presented at Northeastern Political Science Association Meeting (November 9-11, 1972, Amherst, Massachusetts)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Board of Education Role, *Boards of Education, *Community Influence, *Educational Research, *Elections, *Political Influences

Researchers have examined the relationship between the competitiveness of elections and the responsiveness or receptivity of officials put into office by those elections. The author describes his research into the competitiveness of school board elections and the receptivity of those board members. Receptivity is defined as an official's support for communication with, and participation by, his constituents. Data for the research were derived from interviews with 440 board members from 72 elective school boards distributed across the continental United States. Different degrees of metropolitanization are reflected in the sample. The interviews sought attitudes toward participation and communication. The interview results and some explanatory narrative are included. (JF)

ED 081 099 EA 005 364

Cobern, Morris, Comp. And Others

Indicators of Educational Outcome, Fall 1972.

Georgetown Univ., Washington, D.C. Public Services Lab.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—DHEW-Pub-OE-73-11110

Pub Date 73

Contract—OEC-0-70-4454(521)

Note—76p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. OE 73-11110, $0.95 or $0.70 GPO Bookstore)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Accountability, Educational Quality, *Elementary Schools, *Employment Statistics, Public Schools, *School Holding Power, *Secondary Schools, Statistical Data, Tables (Data)

Identifiers—*Outcomes (of Education)

As an aid to measuring the effectiveness of education in the nation's schools, this monograph focuses on educational outcome indicators rather than the usual input indicators. The report lists 58 different educational outcomes, organized in a sequence of different phases: primary, secondary, and tertiary or intergenerational effects. Some of the outcome indicators listed measure the school systems' effects during, and at the end of, the immediate enrollment process. These indicators include measures of literacy, school retention rates, and test results for college entrance board examinations. An indicator of need for additional training after conventional education is included in the selected list. Other measures of outcome center on education as a "preparation for life" and analyze the effects of the instruction process on earnings, unemployment, and occupational pursuits. Still other measures, in a longer time frame, look at the process in terms of its feedback payoffs to future generations of learners. (Author/JF)

ED 081 100 EA 005 366

Ross, Doris M.

1972 Legislation and Achievements: Nonpublic Education. Regulation and State Aid, Performance Contracts, Voucher Systems. Research Brief No. 7.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Report No—ECS-R-Brief-7

Pub Date Jun 73

Note—34p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($1.25)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Court Cases, *Education Vouchers, Elementary Schools, *Nonpublic School Aid, *Performance Contracts, Private Colleges, *Private Schools, Research, Secondary Schools, *State Laws

In October 1972, questionnaires asking for information on legislation and achievements in education were sent to all State departments of education, legislative service agencies, State school boards associations, and State offices of the NEA and AFT. In most States, one or more of the organizations sent a reply. The compilation in this book is based on those replies with supplementation and expansion from information collected by ECS. Two recent U.S. Supreme Court cases invalidating certain types of aid to nonpublic schools are also included. (Author/JF)

ED 081 101 EA 005 367

Ross, Doris M.

1972 Legislation and Achievements: Pupil Personnel. Regulation and Rights, Financial Aid, Food Services, Transportation. Research Brief No. 9.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Report No—ECS-R-Brief 9

Pub Date Jul 73

Note—37p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($1.25)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Elementary Schools, *Food Service, *Pupil Personnel Services, Research, Secondary Schools, *State Laws, Student Loan Programs, *Student Rights, *Student Transportation, Tuition

In October 1972, questionnaires asking for information on legislation and achievements in education were sent to all State departments of education, legislative service agencies, State school boards associations, and State offices of the National Education Association (NEA) and the American Federation of Teachers (AFT). In most States, one or more of the organizations sent a reply. The compilation in this book is based on those replies with supplementation and expansion from information collected by ECS. (Author)

ED 081 102 EA 005 368

Nolte, M. Chester

Due Process for Students, Teachers and Administrators in Suburban School Districts.

Pub Date 23 Jul 73

Note—21p.; Paper presented at American Association of School Administrators National Conference for Suburban Superintendents (Denver, Colorado, July 23, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Personnel, *Due Process, Guides, *School Law, *Student Rights, Students, *Teacher Dismissal, Teachers

In this paper, the author defines due process, discusses its elements, describes its minimum essentials, and examines court cases which apply the doctrine to teachers, administrators, and students. The court cases discussed by the author indicate situations in which due process is mandated and the extent of due process required in these situations. According to the report, an accused is due notice of his shortcomings and an opportunity to appear and face his accusers. Further, the accused, in most instances, is entitled to counsel, to a fair and impartial hearing, and the right to appeal his case to other authority. (Author/JF)

ED 081 103 EA 005 371

Roberts, Charles T., Comp. Lichtenberger, Allan R., Comp.

Financial Accounting: Classifications and Standard Terminology for Local and State School Systems. State Educational Records and Reports Series: Handbook II, Revised.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—DHEW-OE-73-11800

Pub Date 73

Note—197p.; Replaces original handbook published in 1957

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.35 postpaid or $2.00 GPO Bookstore)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Accounting, Administrator Guides, Classification, *Costs, Definitions, Educational Finance, Information Systems, Management Information Systems, Program Budgeting, School Accounting, *School Districts, *School District Spending, School Systems, Vocabulary

Identifiers—Handbooks, *Program Cost Accounting

This handbook has been prepared as a vehicle or mechanism for program cost accounting and as a guide to standard school accounting terminology for use in all types of local and intermediate education agencies. In addition to classification descriptions, program accounting definitions, and proration of cost procedures, some units of measure and implications for management-oriented systems are presented. The appendixes include a set of criteria for identifying equipment as distinguished from supplies, an

alphabetical listing of equipment and supplies, a glossary, examples of financial reports, and an index. (Author/DN)

ED 081 104 EA 005 374

McKinney, W. Lynn Westbury, Ian

Theory and Phenomenon in Curriculum Research: The Curriculum as a Social System.

Pub Date Feb 73

Note—35p.; For the complete text of this study see ED 075 940, paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Case Studies (Education), *Curriculum Development, *Curriculum Research, *Educational Change, *Educational Resources, Federal Aid, Organization, Science Curriculum, Secondary Schools, Social Studies, Vocational Education

Identifiers—*Indiana

Curriculum change and the dynamics of this change were explored by means of a case study of secondary social studies, science, and vocational education curriculums in Gary, Indiana, between 1940 and 1970. The time period is characterized by both unprecedented effort to produce change and slow change in the schools. The study asked how this could be. Talcott Parson's hierarchy of levels; Charles Perrow's notion of goals, technology, and structure; and Kirst and Walker's assumption that curriculum decision-making was "political," were used to conceptualize and stabilize the data as curriculum development was traced through the time period. The study findings revealed that change occurred in small ways in individual classrooms -- by policy decision and by organizational "drift." Change and financial resources were found to be related. School system resources were used for "maintenance" of the system; few resources were left for innovation. The advent of federal funding (NDEA, Vocational Education Act of 1963) brought additional funds, which permitted the curriculum change that the Gary school system could not bring about with its own limited resources. (This paper is a shorter version of an NIE sponsored study made of the Gary, Indiana, Public School Curriculum.) (Authors)

ED 081 105 EA 005 375

Barraclough, Terry

Merit Pay Progams for Secondary School Administrators, 1972-1973. Report on Educational Practice.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-8-080353-3514

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Personnel, Educational Practice, Evaluation Techniques, *Merit Pay, *Merit Rating Programs, *Secondary Schools, *Surveys, Tables (Data)

The National Association of Secondary School Principals surveyed school districts throughout the United States to determine the details of merit pay programs offered to secondary school administrators. The ERIC Clearinghouse on Education Management compiled and analyzed the results of the survey. Eight basic types of programs are identified and described. Most programs involve a fixed salary schedule to which increments can be added for merit. Data from the survey also indicate five evaluation procedures and three sources of recommendations for salary increases on the basis of merit. Data are also compiled system-by-system as reported by the responding school districts. The report and its accompanying tables detail the results of the survey and offer examples of the eight types of programs but make no recommendations of specific merit pay programs. (Author)

ED 081 106 EA 005 391

Cottrell, Sid Shafer, Jeff

Guam Year-Round School. Feasibility Study. Final Report. Parts I and II.

Guam Dept. of Education, Agana.

Pub Date 3 Jul 73

Note—164p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Bus Transportation, Cost Effectiveness, Curriculum Development, Elementary Schools, *Extended School Year, *Feasibility Studies, High Schools, *Public Education, Questionnaires, Relevance (Education), School Calendars, *School Schedules, Space Utilization, *Year Round Schools

Identifiers—*Guam, Quinmester System, Valley View 45 15 Plan

The feasibility of the 45-15 plan for elementary schools is considered and the four-quarter or quinmester plan for secondary schools in Guam is explored. Topics considered in this study are personnel, administration, facilities, bus transportation, curriculum development, cost effectiveness, and optional versus mandatory year-round school programs. Included in the report is a geographical and socioeconomic profile of the island of Guam and projections of its future school age population. The appendixes include cost estimates for pre-implementation of a year-round school plan, teacher and student questionnaires and results, an examination of traditional vs. year-round school plant utilization, the special features of Guam's 45-15 plan, and a calendar for program implementation. (Author/DN)

ED 081 107 EA 005 392

McLain, John D., Ed. Morgan, Don, Ed.

Proceedings of Pennsylvania State Annual Conference on Year-Round Education. (1st, Hershey, Pennsylvania, February 6-8, 1971.)

Clarion State Coll., Pa.

Spons Agency—Pennsylvania Council on Year-Round Education.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Feb 71

Note—80p.; Related documents are EA 005 393 and 394

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Case Studies, Computer Assisted Instruction, *Conference Reports, Curriculum Development, Educational Finance, Feasibility Studies, Individualized Instruction, Mathematics Instruction, Program Budgeting, Resource Allocations, School Calendars, *School Schedules, Science Instruction, *Year Round Schools

Identifiers—*Pennsylvania

The conference, which brought together key leaders from other States to share their experiences with year-round education, focuses on key issues raised during an earlier national conference on the same subject. Some of the topics highlighting conference speeches were: year-round education in transition; analyses of quality education, living patterns, and financial implications; organizing a community study on year-round education; analyzing resources and budgets for year-round education and operation; individualizing math and science; computer assisted instruction; an individualized self-selected elementary program, and case studies of some year-round plans now in operation. (Author/DN)

ED 081 108 EA 005 393

National Seminar on Year-Round Education.

Clarion State Coll., Pa.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Apr 70

Note—137p.; Speeches given before seminar on Year-Round Education (2nd, Harrisburg, Penna., April 5-7, 1970) Related documents are EA 005 392 and 394

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Case Studies, *Conference Reports, Cost Effectiveness, *Curriculum Development, Educational Finance, Program Budgeting, *Program Design, School Calendars, School Schedules, Space Utilization, Student Needs, *Year Round Schools

Presented here in chronological order, are all the speeches given at the conference. Topics discussed include year-round use of schools as they relate to the needs of youth, basic designs for year-round education, major developments across the nation, projecting savings in classroom space or dollars through rescheduling the school year, year-round programs now operating, and major thrusts for year-round education. Included in the document is a position paper on year-round education adopted by the conference participants. The appendixes include a seminar evaluation report, the NEA proposed statement on year-round education, and the National Conference of Licutenant Governors resolution on year-round education. (Photographs and xeroxed copy may reproduce poorly.) (Author/DN)

ED 081 109 EA 005 394

Proceedings of National Seminar on Year-Round Education.

Brevard County Board of Public Instruction, Titusville, Fla.; Florida State Dept. of Education, Tallahassee.; Florida Technological Univ., Orlando.

Pub Date Mar 71

Note—171p.; Speeches given before national seminar on year-round education (3rd, Cocoa Beach, Florida, March 24-26, 1971) Related documents are EA 005 392 and 393

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Case Studies, *Conference Reports, Curriculum Development, Educational Finance, Educational Legislation, Program Budgeting, *Program Design, Program Evaluation, School Calendars, School Schedules, *Year Round Schools

The conference was held to exchange updated information concerning alternatives to the traditional 9-month school year; question motives and methods relating to established and planned year-round programs; and identify problem areas in year-round school operations. Presented in chronological order are all the speeches given at the conference. Topics discussed include a history of and rationale for the year-round school, the types of year-round school programs, internal problems associated with a year-round school program, financial implications, the relation of the year-round school to the public, politics and year-round education, overhauling year-round education, and humane year-round schools. Much of the conference was devoted to an examination of specific year-round school programs. Descriptions of these case studies are included in the document, as well as an evaluation and a summary of the conference, a list of conference participants, and an evaluation questionnaire. (Photographs and xeroxed copy may reproduce poorly.) (Author/DN)

ED 081 110 EA 005 395

Project To Utilize Resources in Education.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.

Pub Date 69

Note—311p.; Reprinted in 1972

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Curriculum Development, *Educational Resources, Elementary Schools, *Information Sources, *Instructional Programs, Junior High Schools, Middle Schools, Preschool Education, *Program Descriptions, Secondary Schools

Identifiers—*Pennsylvania

This publication contains approximately 275 brief abstracted descriptions of ongoing instructional programs in Pennsylvania public schools. Some of the program activities include art, basic skills, business, compensatory education, computers, developmental guidance, ecology, English, languages, guidance, humanities, industrial art, math, science, occupational guidance, special education, social adjustment, reading, and basic education. Also included are abstract descriptions of interdisciplinary and intercultural programs, individualized instruction, independent instruction, summer programs, parent participation, grouping for instructional purposes, and programs for able students. Each abstract lists a contact person who will provide additional information about the specific program on request. Abstracts are arranged in alphabetical order according to school district name and, within a district, by program title. An index/matrix lists abstract pages by descriptors -- subject areas or other topics -- that can be cross-referenced by grade level(s). (Author/DN)

ED 081 111 EA 005 401

Preiser, Wolfgang F. E., Ed.

Environmental Design Research. Volume One: Selected Papers. Community Development Series.

Environmental Design Research Association.

Spons Agency—Virginia Polytechnic Inst. and State Univ., Blacksburg. Coll. of Architecture.

Pub Date 73

Note—557p.; Papers presented at Environmental Design Research Association International Conference (4th, Blacksburg, Virginia, April 15-18, 1973) A related document is EA 005 489

Available from—Dowden, Hutchinson & Ross, Inc., Box 699, 523 Sarah Street, Stroudsburg, Pennsylvania 18360 ($20.00)

Document Not Available from EDRS.
Descriptors—*Behavioral Sciences, Community Development, *Conference Reports, *Design, *Environmental Influences, *Environmental Research, Interdisciplinary Approach, Research Methodology, Space Utilization, Theories, Visual Environment
The items contained in this volume are summaries and critiques of 43 research papers grouped within a framework of nine general topics which represents an attempt to delineate the basic concepts and structure of environmental design research. The papers are grouped under the following headings: (1) Theoretical issues in man-environment relations, (2) visual attributes of environments, (3) human responses to the natural and man-made physical environment, (4) environmental research and design for different age groups, (5) environmental cognition, (6) quantitative techniques in environmental analysis, (7) decisionmaking tools, and (8) space planning techniques and design languages and methods. The conference papers represent a first attempt to define the concern and boundaries of environmental design research. The second volume (EA 005 489) includes the symposia and workshop papers. (Author/MLF)

ED 081 112 EA 005 408
Logan, Nelson Stanley
Master Schedule Building and the Flexibly Scheduled School.
Utah Univ., Salt Lake City. Computer Center.
Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.
Report No—AD-762-011
Pub Date Dec 70
Note—77p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-762-011, MF $1.45, HC $3.00)
Document Not Available from EDRS.
Descriptors—Computer Oriented Programs, *Curriculum Development, Educational Improvement, *Flexible Scheduling, Mathematical Models, *Planning, Programed Instruction, Schedule Modules, Scheduling, *Secondary Schools, *Teaching Methods
Identifiers—Master Schedules
The paper contains a model of a technique for increasing the quality of educational and instructional opportunity for all students. This model is developed around the flexible or modularly scheduled secondary school. Also included is a procedure containing a computer program, with which the administrator can develop the master schedule of the school. (Author)

ED 081 113 EA 005 425
Salaries of Teacher Aides and Other Paraprofessionals, 1972-73. ERS Circular No. 3, 1973.
Educational Research Service, Washington, D.C.
Pub Date Jun 73
Note—29p.
Available from—Educational Research Service, Suite 1012, 1815 North Fort Myer Drive, Arlington, Virginia 22209 ($2.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Paraprofessional School Personnel, *Research, *Salaries, School Policy, *Teacher Aides
Although recent literature has discussed the selection, preparation, organization, and duties of paraprofessionals, little data have been made available regarding the salaries of these employees. To obtain information on the subject, the ERS included in its annual questionnaire on selected school practices a request for salary schedules for paraprofessional personnel. The salary information provided by 292 responding school districts is reported herein, system-by-system and by enrollment levels. No information is provided on the length of work day or work year. The wide range of position titles and duties represented, as well as the variety of fringe benefit packages offered, preclude making comparisons between systems or arriving at statistical median or mean salaries. (Author)

ED 081 114 EA 005 426
Stemnock, Suzanne K.
Evaluating the Evaluator. ERS Circular No. 4, 1973.
Educational Research Service, Washington, D.C.
Pub Date Jul 73
Note—50p.; Related documents are ED 044 378, ED 058 155, ED 062 699, and ED 073 071
Available from—Educational Research Service, Suite 1012, 1815 North Fort Myer Drive, Arlington, Virginia 22209 ($4.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Administrator Evaluation, Bibliographies, Educational Practice, Evaluation, *Evaluation Methods, Questionnaires, *Student Participation, Surveys, *Teacher Evaluation, *Teacher Participation
Identifiers—*Client Centered Evaluation
Statistics and forms presented in this circular represent responses to a question asked in an ERS survey of selected school practices. Responses from 468 systems are presented in tabular form by evaluation category (students evaluate teachers; teachers evaluate principals, etc.) and by enrollment level, and indicate that student evaluation of teachers was reported by more school systems than any other type of client-centered evaluation. In addition to providing updated statistics on the evaluation practices of responding school systems, this report includes a collection of sample forms used in client-centered evaluation. Provided are reproductions of seven forms used in responding school systems for student evaluation of teachers; eight forms for teacher evaluation of principals, assistant principals and/or supervisors; and two forms for principals and other school personnel to use in evaluating the superintendent and the central office staff. A comprehensive bibliography is provided. (Author)

ED 081 115 EA 005 427
Lytle, James H.
Organizational Mechanisms for Conflict Management in a Large Urban School System.
Pub Date Feb 73
Note—9p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Organization, *Conflict Resolution, Occupational Information, Organization, School District Autonomy, *School Districts, *Superintendent Role, *Urban Schools
This paper focuses primarily on the office of the district superintendent, a position unique to large urban school systems. The popular assumption is that subdivisions administered by district boards and district superintendents make urban school systems more responsive to local communities. However, evidence is presented to substantiate the contention that, in fact, the purpose of such offices is to reduce or eliminate local conflicts and pressures before they reach central (administrative) offices (where all significant decisions are made.) The district superintendent is held to be an agent for maintenance of the status quo, not a force for change and responsiveness. (Author)

ED 081 116 EA 005 428
Morris, Jon R. Guenter, Cornelius
The Press Relations of a Local School District: An Analysis of the Emergence of School Issues.
Pub Date Feb 73
Note—22p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bond Issues, *Classification, *Mathematical Models, *News Media, Public Relations, *Statistical Studies, *Suburban Schools
Identifiers—*Time Series Analysis
Press coverage of a suburban midwest school district is analyzed as a set of time series of observations including the amount and quality of coverage. Possible shifts in these series because of the emergence of controversial issues are analyzed statistically using the Integrated Moving Average Time Series Model. Evidence of significant shifts in quantity but not quality of reporting was found. Implications for school district relations with the press are discussed. (Author)

ED 081 117 EA 005 432
Quattrone, David F.
Working-Class Boys in Innovative Secondary School Programs: Expectations and Behavior. Final Report.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-2-A-005
Pub Date Jul 73
Grant—OEG-1-72-0003(509)
Note—285p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Alternative Schools, Bibliographies, Curriculum, Educational Change, Educational Innovation, Educational Research, Learning Experience, Lower Class Males, *Secondary Schools, *Socialization, *Student Attitudes, *Student Behavior, Tables (Data), Teacher Attitudes
Identifiers—*Annex Schools
This study is concerned with what happens when students bring conventional assumptions about education to an unconventional alternative school. By field observation and interview, the author examined how alternative schools change the conventional patterns of hierarchy, formality, and the press to achieve; the assumptions students hold about the proper means and ends of education; and how any discrepancies between school demands and student assumptions are reflected in student behavior. The author challenges the assumption that alternative schools can establish socialization patterns oriented toward constructive social change merely by transforming the conventional institutional context. He asserts that socialization settings do not have uniform effects and that, if learning environments are to be designed so as to be capable of nurturing students' sense of personal efficacy, the range of assumptions that students bring with them should be acknowledged. In addition, any conceptualization of an "alternative" socialization process needs to go beyond an either/or reaction to the status quo and address the relationship between the internal context of an alternative school and the larger society. (Author/WM)

ED 081 118 EA 005 457
Carlucci, Frank C.
Partial Text of Remarks Before the University of Southern California Law Alumni.
Pub Date 12 Sep 73
Note—13p.; Speech given before University of Southern California Law Alumni Meeting (Anaheim, California, September 12, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Court Litigation, *Court Role, Decision Making, *Educational Finance, *Equal Education, Equal Protection, Federal Aid, Federal Legislation, *Federal State Relationship, *Government Role, Higher Education, Public School Systems, School District Autonomy
Identifiers—*Basic Opportunity Grants
The best guarantee that education will remain free of federal control is a new set of working principles under law that reassert the respective roles of each level of government. The federal role in education should be one of stimulation and leadership, rather than one of meddling in State affairs. Proposed new federal legislation, therefore, aims at the consolidation of several existing educational grant programs concerned primarily with education for the disadvantaged and handicapped children, and with vocational education and supporting services. Such consolidation should free States and localities from many restrictions that now inhibit their decision-making powers. In interpreting this and other educational legislation, the courts should bear in mind that the underlying issues of public education in America are broadly social in nature, and that there are still many unknowns in the educational area. Such issues should be approached prudently and with caution. (Author/WM)

ED 081 119 EA 005 489
Preiser, Wolfgang F. E., Ed.
Environmental Design Research. Volume Two: Symposia and Workshops. Community Development Series.
Environmental Design Research Association.
Spons Agency—Virginia Polytechnic Inst. and State Univ., Blacksburg. Coll. of Architecture.
Pub Date Sep 73
Note—546p.; Papers presented at Environmental Design Research Association International Conference (4th, Blacksburg, Virginia, April 15-18, 1973) A related document is EA 005 401

Available from—Dowden, Hutchinson & Ross, Inc., Box 699, 523 Sarah Street, Stroudsburg, Pennsylvania 18360 ($20.00)
Document Not Available from EDRS.
Descriptors—*Behavioral Sciences, Cognitive Processes, *Conference Reports, *Design, *Environmental Influences, *Environmental Research, Interdisciplinary Approach, Research Methodology, Speeches, Symposia, Theories, Workshops

The contents of this volume represent the invited contributions to the conference and are categorized according to special (invited) addresses, symposia, and workshops. Special addresses were conceptualized to view environmental design research in a holistic way, incorporating changing societal and political conditions. Lynton K. Caldwell spoke on the "Struggle for Priorities: Changing Contexts of Environmental Politics," Magoroh Maruyama spoke about the "-Principle of Heterogenization and Symbiotization: Implications for Planning and Environmental Design," and Heinz von Foerster addressed the topic "On Constructing a Reality." Six symposia were held that covered (1) environmental design research in the social and political context, (2) the theory of man-environment relations, (3) environmental cognition, (4) selected instruments and measures in environmental analysis (a methodological critique), (5) design languages and methods, and (6) computer aided design. Twenty-one workshops expanded on these themes as well as introduced new areas of thought, such as gaming and simulation, low cost housing for Yaqui Indians and Chicanos, planning environments for the aged, and childhood city. Volume one of the proceedings (EA 005 401) contains a collection of the research papers selected for presentation. (Author/MLF)

ED 081 120 EA 005 493
Lenssen, Paul
C.R.O.C.S. A Swiss Industrialised School Building System. Programme on Educational Building 3.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date Aug 73
Note—22p.; Related documents are EA 005 299 and EA 005 300. Photographs may reproduce poorly
Available from—Miss L. Gibson, Principal Administrator, Programme on Educational Building Secretariat, 2 rue Andre Pascal, 75775 Paris Cedex 16, France (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Architectural Programing, *Educational Specifications, Facility Utilization Research, *Information Dissemination, Modular Building Design, *School Buildings, School Design, *Systems Approach
Identifiers—Switzerland

The third in a series of leaflets designed for dissemination of information on school building, this publication describes the method of school building developed by the Centre de Rationalisation et d'Organisation des Constructions Scolaires (C.R.O.C.S.) in the Commune de Lausanne, Switzerland. In Lausanne, the concurrence of lengthening students' years in school with a rise in the school population created a need for 10 schools to be constructed between 1965 and 1975. Four architects agreed to collaborate to develop a rationalized system of building schools. Educators and architects actively participated in a study to define the spatial requirements, furniture, and equipment for, and the environmental needs of, modern teaching methods. The study resulted in an exhaustive brief of the architectural, technical, and financial requirements that would be basic to all new Lausanne schools. Graphic and narrative descriptions are provided of the geometry of the system; the primary structural elements; the secondary nonstructural and environmental elements; and the interior finishes, furnishings, and equipment. (Author/MLF)

EC

ED 081 121 EC 052 392
Abeson, Alan Trudeau, Elaine
Handicapped Children Redefined--Legal Eligibility for Services Expanded.
State-Federal Information Clearinghouse for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 1 Jun 73
Note—13p.
Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Age Groups, *Exceptional Child Education, *Handicapped Children, Legal Responsibility, Legislation, Special Classes, *State Legislation, *State Programs, State Standards

Listed for each of the 50 alphabetically presented states are the legal definitions of handicapping conditions and age requirements to determine eligibility for public school special education programs. Explained are changes in special education laws, which have increased exceptional children's range of eligibility for special education services to below 6 and above 18 years of age in some states (some states have removed all minimum age requirements). Other changes mentioned are expansion of categories of children (such as children with handicaps resulting from rubella, or learning disabled children) eligible for programs, and endowment of the state superintendent of schools with authority to include children with handicaps who are not mentioned in listed categories. (MC)

ED 081 122 EC 052 393
Trudeau, Elaine, Ed.
Legal Provision for State and Local Planning for the Delivery of Educational Services to Handicapped Children.
State-Federal Information Clearinghouse for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 1 Jun 73
Note—34p.
Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administration, *Advisory Committees, Boards of Education, Community Programs, *Exceptional Child Education, Handicapped Children, *Program Planning, *State Legislation, *State Programs, State Standards

Presented is an alphabetical listing of approximately 38 states which gives information on the legal bases for state and local planning, usually conducted by advisory committees, to deliver educational services to handicapped children. Some of the committees' activities are described as presenting status or progress reports, clarifying policies, or conducting surveys relating to identification and location of handicapped children. Noted is the specificity of some states' goals in planning, such as focusing on disability categories, and contrasted is more generalized state planning such as requiring local school districts to submit yearly plans. Enforcement powers are said to differ state to state, often centering on boards of education. Considered in relation to state and/or local advisory boards, which exist in more than half the states, are membership, duties, and functions. Noted is the trend to establish strong planning and advisory bodies in states that have passed "right to education" legislation. (MC)

ED 081 123 EC 052 394
Trudeau, Elaine Nye, Roger
Legal Requirements for Class Sizes and Caseloads for Special Education Services.
State-Federal Information Clearinghouse for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 1 Jun 73
Note—51p.
Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Class Size, *Exceptional Child Education, *Handicapped Children, *Special Classes, State Legislation, *State Standards

Presented alphabetically by state are the legal requirements for class sizes and caseloads for special education services as of June 1, 1973. The child's disability is said to be the main determinant of class size with classes for deaf and blind children generally having the lowest maximum enrollment and classes for the educable mentally retarded generally having the highest maximum class size. It is reported that some states allow a larger class size when an aide is employed. Age is given to be another major determinant of class size with a lower maximum class size mandated for younger children. Noted is Washington's regulation that for each partially seeing child integrated into the regular program the class size will be reduced by one to three normally seeing children. Caseloads for speech therapists are reported to average about 60 children, while caseloads for resource teachers of the visually handicapped may only be about 20 children. (DB)

ED 081 124 EC 052 395
Trudeau, Elaine, Ed.
The Provision of Special Education Services in Non-Public Facilities.
State-Federal Information Clearinghouse for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 1 Jun 73
Note—43p.
Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Exceptional Child Education, *Handicapped Children, *Private Schools, *Qualifications, Special Schools, *State Aid, State Standards

Presented alphabetically by state are the regulations regarding the use of public money for the provision of special education services in nonpublic facilities as of June 1, 1973. Information is given for most states on eligible handicapping conditions, qualifications for eligibility, the referral process, state financial assistance, location of private services, local and state monitoring, and followup responsibility. Noted are the following major trends: most states consider all children who are eligible for special education in the public schools to be eligible for private services also; the lack of an available public school program is the most common qualifying condition; the referral process differs; the state usually pays an amount equal to the per pupil expenditure in public school programs for the handicapped; 75% of states provide for placement in both in-state and out-of-state facilities; strict licensing procedures for private schools appears to be increasing; and more states require the monitoring by local districts of the progress of children in private programs. (DB)

ED 081 125 EC 052 396
Trudeau, Elaine And Others
State Laws and Administrative Procedures Relating to the Placement of Exceptional Children.
State-Federal Information Clearinghouse for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 1 Jun 73
Note—54p.
Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Organization, Educational Trends, Evaluation, *Exceptional Child Education, *Handicapped Children, Identification, *Placement, *State Legislation

Presented in chart form are summary data on the states' present policies regarding identification, assessment, and placement of handicapped children in special education programs as of June 1, 1973. Identified are trends toward increased procedures of due process to govern placement changes, more flexible programing patterns, classification systems based on learning needs, and decreased dependence on standardized tests. Initial identification of handicapped children is seen to be presently accomplished through three procedures -- census, screening, and referral. Information on assessment and placement is given by handicapping conditions under the following four categories: personnel involved in the evaluation (whether a psychologist is required), the types of data utilized in making the placement (such as school history and testing), the placement process (often involving a placement committee, parental consent, and an appeal process), and placement review procedures. Information is given for the following handicapping conditions:

blind, deaf, emotionally disturbed, gifted and talented, hard of hearing, homebound and hospitalized, learning disabled, mentally handicapped, (custodial, educable, and trainable), multiply handicapped, physically handicapped, and speech handicapped. (DB)

ED 081 126 EC 052 397

Trudeau, Elaine, Ed.

Legal Provisions for Delivery of Educational Services on a Cooperative Basis to Handicapped Children.

State-Federal Information Clearinghouse for Exceptional Children, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 1 Jun 73

Note—67p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Organization, *Cooperative Programs, *Exceptional Child Education, *Handicapped Children, *Regional Programs, School Districts, *State Legislation

Presented alphabetically by state are summaries of the legal provisions for delivery of educational services to handicapped children on a cooperative basis among school districts as of June 1, 1973. It is noted that the total number of school districts has steadily declined during the last 40 years. Among organizational patterns reported to be used to deliver special education services on a regional basis for tuition contracting (allowing two or more small districts to combine resources for the operation of one program); state wide regional organization (New York's Board of Cooperative Educational Services is an example); regional education service centers providing for instructional materials distribution, consultative assistance, and inservice training to meet special education needs of local districts (Texas is an example); and voluntary association of school districts into cooperatives to deliver special services, select personnel, and regulate financing. Another alternative is given to be the special district which concentrates on the delivery of a specific education service. The legal base of regional programs is reported to vary from minimal guidelines (Alabama, Mississippi, and New Mexico) to detailed laws and regulations regarding administrative responsibility and the types of services and programs to be offered (such as in California, Indiana, and Minnesota). (DB)

ED 081 127 EC 052 398

Trudeau, Elaine, Ed.

Legal and Administrative Procedures Relating to the Transportation of Exceptional Children.

State-Federal Information Clearinghouse for Exceptional Children, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 1 Jun 73

Note—34p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Organization, Equipment, *Exceptional Child Education, *Handicapped Children, Personnel, Qualifications, *State Aid, *State Legislation, *Transportation

Presented alphabetically by state is information regarding the legal and administrative procedures for the transportation of exceptional children in public school programs as of June 1, 1973. It is noted that general state law often extends specific authority to the handicapped, while the prime modus operandi for transportation is often contained elsewhere in the law without specific designations for the handicapped. Information is usually given for the following categories: eligibility, transportation services, transportation modes, personnel, equipment and safety devices, state aid, and capital outlay aid. It is reported that most states provide transportation only to children unable because of their handicap to ride regular school buses; that most states provide transportation to handicapped children attending special day classes and regular classes within the public school system, that the most common method of transporting handicapped children is a special vehicle owned and operated by the school district, that a few states fund personnel to serve as attendants on vehicles transporting handicapped children, that a few states require special equipment or safety devices for the transportation of handicapped children, that most states provide between 70 and 80% of the cost of transporting handicapped children apart from other school children, and that a few states have special capital outlay provisions for the purchase of special vehicles and other equipment needed to transport the handicapped. (DB)

ED 081 128 EC 052 399

Trudeau, Elaine, Ed.

Analysis of State Laws for Gifted Children.

State-Federal Information Clearinghouse for Exceptional Children, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 1 Jun 73

Note—28p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Exceptional Child Education, Federal Legislation, *Financial Support, *Gifted, *Identification, Program Descriptions, *State Legislation

Analyzed in terms of definitions, programs, advisory committees and study groups, diagnostic procedures, and financial support are the state laws relating to gifted children. Noted is federal legislation which has defined gifted and talented children, included the gifted and talented under the Elementary and Secondary Education Act and the Education Professions Development Act, and authorized a study by the Commissioner of Education on the needs of the gifted and talented. Thirteen states are reported to include a term for gifted and/or talented children in their definition of exceptional children. Authorized programs described include special classes, summer workshops, high school credit for college courses, and pilot programs for experimentation and research. Funding and assessment are explained to usually fall under the special education authority. (DB)

ED 081 129 EC 052 413

Education for the Handicapped, 1973 - Hearings Before the Subcommittee on Handicapped of the Committee on Labor and Public Welfare United States Senate - Ninety-Third Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date Mar 73

Note—701p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.65 HC-$26.32

Descriptors—Autism, *Exceptional Child Education, *Federal Aid, *Federal Government, *Federal Legislation, *Handicapped Children

Presented are the proceedings of the hearings before the Subcommittee on Handicapped of the Committee on Labor and Public Welfare on Senate Bills 896, 6, 34, and 808 which would provide financial assistance to the states for improved educational services for handicapped children, support research and development in the care and treatment of autistic children, and authorize a screening program to identify children with specific learning disabilities. The full texts of the four bills are provided. The statements given before the committee and the full statements of the approximately 30 witnesses are presented. The following persons are among the listed witnesses: Dr. Marianne Frostig, clinical professor of education; Hon. Joe Foss, former governor of South Dakota; William Geer, executive director, Council for Exceptional Children; Hon. Ernest Hollings, U.S. Senator from South Carolina; Edward Palmer, research director, Children's Television Workshop; Rafer Johnson, Olympic decathlon champion; Nanette Fabray MacDougall, television and broadway actress; and Dick Dowling, director of governmental affairs, American Speech and Hearing Association. Additional information includes articles and publications, communications to senators on the committee, and questions and answers. (DB)

ED 081 130 EC 052 414

Curriculum Guide: Elementary Gifted Education. Project Gifted.

Cranston School Dept., R.I.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 71

Note—169p.; Pilot Edition

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Class Activities, *Curriculum Guides, *Exceptional Child Education, *Gifted, High Achievers, Language Arts, Mathematics, Social Studies

Identifiers—Cranston (Rhode Island), Elementary Secondary Education Act Title III, ESEA Title III

The pilot edition of the curriculum guide for elementary gifted education of the Cranston, Rhode Island, school department offers a resource framework for the presentation of academic material while providing for individual instruction and initiative. The curriculum funded under Title III of the Elementary and Secondary Education Act offers activities in language arts, social studies, science, and mathematics which stress the development of skills while allowing students to pursue individual interests. The material is presented in terms of objectives, activities, and evaluations. Examples of language arts activities suggested are the composing of titles for untitled newspaper articles and the discussion and use of proper grammatical forms. Social studies activities include a study of the Huguenots and Narragansett planters, and the construction of a Sahara nomad's home. The science curriculum is said to be based on the American Association for the Advancement of Science Program and to stress the ability to use the scientific method of problem solving and the development of scientific skills and understandings by activities such as the construction of an electrical circuit. Activities for the mathematics curriculum include the application of mathematics to the hypothetical construction of a home and to a trip to Niagara Falls. A final chapter summarizes characteristics of gifted children. (DB)

ED 081 131 EC 052 415

Farrar, Bill, Ed.

The Pre-Vocational Evaluation and Training Program.

Texas State Dept. of Mental Health and Mental Retardation, Denton. Denton State School.

Pub Date [73]

Note—207p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Adolescents, *Educable Mentally Handicapped, *Evaluation Methods, *Exceptional Child Education, Mentally Handicapped, *Prevocational Education, Program Descriptions, Program Evaluation, Skill Analysis, Testing, Trainable Mentally Handicapped, *Training Techniques, Young Adults

Identifiers—Daily Living Skills

Described is a prevocational evaluation and training program which serves 30 educable and trainable mentally handicapped students, 16 to 21 years of age, by simulating actual work conditions and training students in social behaviors, grooming, attitudes, and skills appropriate to a work environment. Procedures are explained for student referral and program admittance through interviews and criteria based grading. Included in the color coded program description are requirements for students' assessments with 20 preskill tests ranging in difficulty from a simple test of color discrimination and shape perception to tests with sheltered workshop standards, such as a packaging exerciseinvolving visual and verbal instructions and identification of two from three dimensional representations. The unit on job sampling and simulated production is said to require students' integration of individual skills to complete 12 monitored and evaluated tests, such as cable clamp assembly or working cooperatively in assembling objects on a line. Given for the unit work program are directions, objectives, materials required, and evaluative procedures for five units in areas such as maid service or custodial training. Included are summaries of tests which are administered after retesting on preskill tests, and procedures for developing a formal evaluation report which is sent to vocational rehabilitation or institutional placement for the student's appropriate employment. Other considerations involve a token economy program after the job sampling phase, and results of studies on reliability and validity of the tests. Included are representative forms, evaluation standards, charts, and illustrations. (MC)

ED 081 132 EC 052 416

Harrison Educational Research and Development Center. End of Project Period Evaluation Report ESEA, Title III. FY 1971-1972.

Harrison Educational Research and Development Center, Ark.

Spons Agency—Arkansas State Dept. of Education, Little Rock.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—13-70-0006

Pub Date 15 Aug 72

Note—150p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Art, Community Role, Elementary School Students, *Exceptional Child Education, Inservice Teacher Education, Instructional Materials Centers, Learning Difficulties, *Learning Disabilities, Mentally Handicapped, *Music, *Program Descriptions, Program Evaluation, Special Classes, Teacher Developed Materials

Identifiers—Harrison (Arkansas), Title III

Evaluated is a 2 year project in Harrison School District 1, Arkansas, funded through Title III, to develop academic and/music based instructional materials in two resource rooms for learning disabled (LD), educationally disadvantaged, and mentally retarded children; and to integrate art and music with social studies in grades 1 through 6. Reported is participation of 68 teachers and 1,527 geographically isolated students the first year, and 315 teachers and 1,836 students the second year. Included with the description of the component involving art and music integration in classrooms and special classes are grade level objectives, information on teacher developed instructional materials, test results, and data on inservice teaching, followup supervision, and materials furnished teachers from a media center. The component dealing with identification of LD children's needs in sensory-motor integration and perceptual motor areas is described, and included are academic and behavioral objectives, examples of anecdotal records kept for children, test results, and descriptions of inservice teacher education. Reported are some of the resulting major changes: retention of one LD resource room (funds were insufficient for two); teacher awareness of personal prejudices toward LD areas which led to deemphasizing instructional materials and emphasizing prescreening tools; LD children's remediation through individualized programs with a resulting average gain of two grade levels in LD areas; and the community's flourishing interest in cultural and educationalactivities as a result of student, teacher, administrator, and parent promotion of art and music programs in the schools. (For related information see EC 052 417). (MC)

ED 081 133 EC 052 417

Williams, Clarence R.

Harrison Educational Research and Development Center. End of Project Period Report ESEA, Title III. FY 1971-1972.

Harrison Educational Research and Development Center, Ark.

Spons Agency—Arkansas State Dept. of Education, Little Rock.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—13-70-0006

Pub Date Jun 72

Note—176p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Art, Community Role, Educable Mentally Handicapped, Elementary School Students, Evaluation Criteria, *Exceptional Child Education, Inservice Teacher Education, Instructional Materials Centers, Learning Difficulties, *Learning Disabilities, Mentally Handicapped, *Music, *Program Descriptions, Special Classes, Teacher Developed Materials

Identifiers—Harrison (Arkansas), Title III

The final report of the 2 year project (1971-1972) in Harrison School District 1, Arkansas, funded through Title III, to integrate art and music programs in elementary schools and special classes, and to establish two resource rooms for developing academic and art/music oriented instructional materials for learning disabled (LD), educationally disadvantaged, and educable mentally retarded (EMR) children is presented. The target population is described as consisting of students, grades 1 through 6; EMR students, grades 1 through 9; and LD students, totalling 2,148 rural students served by 312 teachers. Included are program goals and objectives, for the art and music component; and results which show gains on tests, and also that children receiving instruction in art and music programs develop a positive attitude toward self and classroom learning whereas children without the art and music exhibit behaviors indicating boredom and negative attitudes. Given are goals and objectives for the special education component, which involved 15 LD students who achieved an average gain of two grade levels in the resource rooms. Also included is data on five inservice teacher education workshops. Some of the major results reported are retention of one resource room; a teacher initiated individualized instruction classroom program to supplant the discontinued resource room; increased teacher awareness of LD areas; and community action to support cultural and educational programs. Appended are 24 sample documents, such as tests to identify LD children, a check list for screening LD students, surveys of artists and composers, and a music achievement test. (For related information see EC 052 416). (MC)

ED 081 134 EC 052 418

Gray, Gary L. And Others

Media Production Workshop for Teachers of the Deaf.

New Mexico State Univ., Las Cruces. Southwest Regional Media Center for the Deaf.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 72

Contract—OEC-4-7-00183-0183(614)

Note—100p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aurally Handicapped, *Deaf, *Exceptional Child Education, *Inservice Teacher Education, *Instructional Media, Media Technology, *Teacher Education, Workshops

The manual contains a collection of handouts used in a 3 to 5 day media production and utilization workshop for preservice and inservice teachers of deaf students. The material, which was developed and used in approximately 45 workshops serving 800 teachers over a 2 year period, is considered appropriate for all teachers who use media in their classrooms to supplement live instruction. The section on equipment operation contains directions for mastering 10 kinds of equipment such as 16 millimeter Graflex Sound Projector or a Technicolor 1000 Projector. Instructionalobjectives, a list of materials and equipment, the principle involved, the procedure for production, helpful hints, and a list of utilization techniques are given for the following media: handmade transparencies, machine made transparencies, ektagraphic visualmaker, polaroid photography, dry mounting, laminating, color lifting, rubber cement mounting, lettering, instant art techniques, diazo poster production, television production, and super 8 millimeter production. Also included in the workbook, with sources, are lists of materials, equipment manufacturers, resource materials, and media services available to teachers of the deaf. (For related material, see EC 052 419). (MC)

ED 081 135 EC 052 419

Gray, Gary L. And Others

Instructional Strategies. Media Production Workshop for Teachers of the Deaf.

New Mexico State Univ., Las Cruces. Southwest Regional Media Center for the Deaf.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 72

Contract—OEC-4-7-00183-0183(614)

Note—204p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Aurally Handicapped, *Deaf, *Exceptional Child Education, *Inservice Teacher Education, *Institutes (Training Programs), *Instructional Media, Teacher Education, Workshops

The manual consists of a systematically designed process for implementation of a 3 to 5 day media production workshop for inservice and preservice teachers of the deaf. Included are the following components: goals and program objectives, a schedule of workshops for the 1972-1973 school year, an address list of teacher preparation programs for the deaf, a typical letter to program directors about the workshop,a preworkshop directors' questionnaire, an instructional staff information sheet, a workshop participant list, an equipment needs list, television equipment needs, a list of the workshop's training objectives, a preworkshop brochure, typical workshop schedules, and a consumable materials list. Also included are handouts for each of the instructional sessions, task analysis and strategy statements for each session, an evaluation form for each session, a materials list, a resource list, an equipment manufacturers' list, a list of media services available for teachers of the deaf, and an instructor's postworkshop and a participant's postworkshop reaction form. (See EC 052 418 for the workshop participants workbook and descriptions of the handouts). (MC)

ED 081 136 EC 052 421

Evaluation of Sensory Aids for the Visually Handicapped.

National Academy of Sciences - National Research Council, Washington, D.C.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.; Veterans Administration, Washington, D.C.

Pub Date 72

Note—194p.; Report on a conference sponsored by the Subcommittee on Sensory Aids Committee on Prosthetics R and D of the Div. of Engineering National Research Council (National Academy of Sciences, Washington, D. C., Nov. 11-12, 1971)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Braille, Conference Reports, *Electromechanical Aids, *Exceptional Child Education, *Mobility Aids, *Sensory Aids, *Visually Handicapped

Presented are 11 papers given at a conference on the evaluation of sensory aids for the visually handicapped which emphasized mobility and reading aids beginning to be tested and distributed widely. Many of the presentations are by the principal developers or advocates of the aids. Introductory readings compare the role of evaluation in the prosthetics and orthotics program to the area of sensory aids and review the history of braille. Reading machines are considered in five papers with the following titles: "Evaluation of Certain Reading Aids for the Blind", "Experience in Evaluation of the Visotoner", "Optacon Evaluation Considerations", "Plans for the Evaluation of a High Performance Reading Machine for the Blind", and "A Digital Spelled-Speech Reading Machine for the Blind". The evaluation of mobility aids is examined in five papers with the following titles: "The VA--Bionic Laser Cane for the Blind", "Experience in Evaluation of the Russell Pathsounder", "Evaluation of the Ultrasonic Binaural Sensory Aid for the Blind", "Dearing Light Sensing Typhlocane--Model LST-3, and "Evaluation of Mobility Aids". Extensive appendixes include the conference agenda, a list of participants, an evaluation of binaural sensory aid for the blind, the instruction manual for the Dearing Light-Sensing Typhlocane, and discussions about personal reading appliances for the blind, factors retarding sensory aids research for the blind, and the evaluation of the Kay Binaural Sensor. (DB)

ED 081 137 EC 052 423

Van Riper, Charles, Ed.

Stuttering: Training the Therapist. A Syllabus or Course of Study. Publication No. 5.

Speech Foundation of America, Memphis, Tenn.

Pub Date Jun 66

Note—93p.

Available from—Speech Foundation of America, 152 Lombardy Road, Memphis, Tennessee 38111 ($0.25)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Guides, Educational Diagnosis, Etiology, *Exceptional Child Education, *Professional Education, Speech Handicapped, *Speech Therapists, Speech Therapy, *Stuttering, Theories

Presented is the syllabus of a training program to prepare therapists to work with stuttering children or adults. Intended for instructors, the information is presented in the form of five major chapters, each of which is divided into units. The unit usually consists of an introduction, suggested lecture topics (with source references), suggested discussion questions, recommended supplementary experiences such as use of films or tape recordings, and a bibliography. Four units deal with the nature and etiology of stuttering; five

units with the historical background, type and results of research, theories and the basis for them; five units with diagnosis; 13 units with treatment; and four units with understandings and personal characteristics needed by the therapist. Following are examples of unit titles: "Experimental Studies of the Variability of Stuttering Behavior", Theories Which View Stuttering as a Problem of Learned Behavior", "Appraisal and Prognosis: Defining the Clinical Problem in the Child Stutterer", "Coping with Communicative Stress", and "Changes in the Therapy Relationship at Different Stages in Therapy". (DB)

ED 081 138 EC 052 424

Luper, Harold, Ed.

Stuttering: Successes and Failures in Therapy. Actual Case Histories as Reported by Certain Authorities. Publication No. 6.

Speech Foundation of America, Memphis, Tenn.

Pub Date 68

Note—147p.

Available from—Speech Foundation of America, 152 Lombardy Road, Memphis, Tennessee 38111 ($1.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Case Studies (Education), *Exceptional Child Education, Failure Factors, Interpersonal Relationship, Speech Handicapped, *Speech Therapy, *Stuttering, *Success Factors

Presented are 18 case studies of successful and unsuccessful speech therapy with stutterers. Stressed is the importance of the therapeutic relationship for the success of any speech therapy technique. Each of nine therapists presents both a successful and an unsuccessful case study. Case studies usually include background information, a discussion of the progress of the therapy, followup information, and a general discussion. An example of a clinical success is Lynne, who at 21 years of age had a long history of stuttering, but improved as a result of recognizing and changing feelings of unworthiness. A clinical failure reported by the same therapist is Bill, also a college student, who appeared to gain little insight into his problem or develop motivation to overcome it. A final section discusses factors often related to success in the case studies such as a belief in eventual success by both stutterer and clinician, a readiness to work, the establishment of a therapeutic climate, and the involvement of others in therapy. (DB)

ED 081 139 EC 052 425

Starkweather, C. Woodruff, Ed.

Conditioning in Stuttering Therapy: Applications and Limitations. Publication No. 7.

Speech Foundation of America, Memphis, Tenn.

Pub Date 70

Note—153p.

Available from—Speech Foundation of America, 152 Lombardy Road, Memphis, Tennessee 38111 ($1.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Behavior Change, Conference Reports, *Exceptional Child Education, *Learning Theories, Operant Conditioning, Speech Handicapped, Speech Therapists, *Speech Therapy, *Stuttering

Presented are seven papers given at a conference on the application of behavior modification techniques to the treatment of stuttering. An introduction to the papers gives an overview of behavior modification. The two papers of Part I present two approaches to stuttering therapy, one of which is based on operant conditioning and the other on two-factor learning theory. Part II provides a detailed account of an operant program and also an analysis of how one therapist scrutinized and described his own unique therapy in terms of learning theory. The two approaches are evaluated in three papers of Part III which consider the whole person in the modification of stuttering behavior; problems of definition, measurement, and analysis in behavioral approaches to stuttering; and the question of how behavior modification can be integrated into psychotherapy; respectively. The final part consists of a commentary which notes differences among participants over definition, levels of awareness, and measurement. Also included is a glossary of behavior modification terms. (DB)

ED 081 140 EC 052 426

Starkweather, C. Woodruff

Stuttering: An Account of Intensive Demonstration Therapy. Publication N. 8.

Speech Foundation of America, Memphis, Tenn.

Pub Date 71

Note—121p.; Speech Foundation Institute in Stuttering Therapy (Northern Michigan University, Marquette, Michigan, July 1 - August 3, 1971)

Available from—Speech Foundation of America, 152 Lombardy Road, Memphis, Tennessee 38111 ($1.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Demonstration Projects, *Exceptional Child Education, *Institutes (Training Programs), Speech Handicapped, Speech Therapists, *Speech Therapy, *Stuttering, Young Adults

Presented is a summary of a 5 week program of intensive demonstration therapy conducted with three adult severe stutterers by three master clinicians aided by seven consultants and 15 participating fellows. A main purpose of the institute is said to have been the improvement of student clinicians through demonstration of intensive therapy techniques to 15 supervisors of clinical training in various institutions. A therapy plan and other information is given for each of the three clients. Therapy is described week by week for each client individually as well as in group activities. Explained are therapy goals such as increased self understanding, the breaking of habit patterns, "fluent stuttering", the reduction of speech avoidance behaviors, and analysis by the client of stuttering blocks. Significant changes in the attitudes, understanding, and behavior of the three stutterers is reported. Also noted is the reaction of the clinical fellows that the experience at the institute would greatly effect their work with stutterers and student clinicians. (DB)

ED 081 141 EC 052 454

Berg, Frederick S.

Educational Audiology Hard of Hearing. Final Report.

Utah State Univ., Logan.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date May 73

Grant—OEG-0-71-3681-(603)

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Audiology, Aurally Handicapped, *Curriculum, *Exceptional Child Education, *Hard of Hearing, Professional Education

Identifiers—*Utah State University

The audiology curriculum of the Department of Communicative Disorders at Utah State University which has been developed to prepare specialists in clinical and/or educational management of aurally handicapped children is described. Focused upon are prevalence of children's unilateral and bilateral hearing loss, areas affected by hearing impairment (such as speech and emotions), differentiation of hard of hearing from deaf and from normal hearing children, need for more data on individual needs, and need for developing extensive state, university, and school district delivery of services. Discussed are the audiology specialty model; competency areas needed by audiology specialists; the curriculum design, which includes a five year program leading to the Master's degree; formative and summative evaluation (such as an input-output training program, or a precision teaching approach to management) either planned for or utilized in the Department; and verbal and performance competencies. (MC)

ED 081 142 EC 052 456

Covey, Barbara L.

Teaching Gifted Students Literature in Grades Seven through Nine.

California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date 73

Note—40p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Case Studies (Education), *Exceptional Child Education, *Gifted, Identification (Psychological), *Literature, *Secondary School Students, *Teaching Guides

Prepared for use by teachers of mentally gifted students in grades 7 through 9, the booklet offers a curriculum design for the teaching of literature. Considered is the difficult developmental stage in late childhood and early adolescence when children begin to assert their roles as individuals and often have no adult model other than the friendly disc jockey; and offered as a replacement for the contemporary media model are heroes in literature. The hero in literature is discussed in terms of folk literature and mythology, and outlined is a sample unit on Greek mythical heroes. Examined in relation to the Faust theme are legends, historical eras, and modern versions (such as "Rosemary's Baby"). Such aspects of the Prometheus theme as lack of understanding, the Promethean legend, Prometheus as scientist, and as prototype are discussed. Portrayed in three case studies to show how schools influence adjustment of the gifted are students such as David, whose fifth grade teacher-rescuer recognized his need to learn in a manner different from his classmates and described him as "a cat of another stripe who must learn to blend in with his surroundings, but only after his stripes have been recognized as valuable". Under the teacher's management, David learned to temper his histrionics sufficiently to write, act a major role in, and manage many details for two musicals; and later, became a promising college student with potential for achievement as actor, producer, singer, or television performer. (MC)

ED 081 143 EC 052 457

Hainsworth, Peter Gilles, Cynthia

Early Recognition and Intervention: Programs for Children with Special Needs.

Boston Univ., Mass. New England Special Education Instructional Materials Center.

Pub Date 73

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Early Childhood, *Exceptional Child Services, Guidelines, Handicapped Children, *Identification, Interdisciplinary Approach, *Intervention, *Program Development, *Public Schools, Screening Tests

Described in the guidebook are ways to initiate or improve early recognition and intervention (ERI) programs in public schools. Suggested for starting a program to find at risk or handicapped children before they and their teachers experience failure are three phases, which involve finding an idea, enlisting support, and beginning with a pilot screening procedure. The components of an ERI program are presented graphically, and are then treated singly. What screening should accomplish is discussed; and listed are options relating to who should plan the program, when the program should occur, where the program should take place, what the program should involve (such as nutrition-health or vision-hearing screening), and why some screening programs might be more appropriate than others. Recommended for followup is a screening team's feedback of results to regular teachers for program planning or observation of children, to specialists for intermediate evaluation and decision, and to outside support systems, such as physicians or agencies. Support system mechanisms (such as in-service teacher workshops, specialist consultation, or resource rooms) are described, and considered are reasons for and approaches to program evaluation. (MC)

ED 081 144 EC 052 458

King, Susan Frignac, Doris

Teaching Objectives for the Emotionally Handicapped (Teachers of Children with Behavior Disorders).

Creighton School District 14, Phoenix, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date 73

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Behavioral Objectives, Communication Skills, *Emotionally Disturbed, *Exceptional Child Education, Interpersonal Relationship, *Social Adjustment, *Special Education Teachers

Identifiers—Daily Living Skills

Presented for special education teachers are performance objectives to be used in individualizing instruction programs for emotionally disturbed students who will return to the regular classroom. Listed for the student's emotional, behavioral, and social adjustment are objectives for establishing positive interaction with family members, peers, teachers, and other adults; and for attaining social maturity, and social initiative. Given for the student's development of appropriate communicative, environmental, and academic skills in the school setting are objectives in the following areas: language and reading, science, social studies, mathematics, health,

safety, and community resources. Included for the student's return to his school environment are objectives for the student's part-time participation with peers in special subjects (band or field trips), academic subject areas, and on the school bus shuttle; and for the full-time phasing of the student into his regula: neighborhood school. (MC)

ED 081 145 EC 052 459

Stedman, Donald J., Ed.

Current Issues in Mental Retardation and Human Development.

Department of Health, Education, and Welfare, Washington, D. C. Office of Mental Retardation Coordination.

Report No—DHEW-OS-73-86

Pub Date Dec 72

Note—49p.; Proceedings of a Conference on a Family-Centered Approach to Providing Services to the Mentally Retarded (Belmont Conference Center, Elkridge, Maryland, September 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescence, Adults, Childhood, Civil Liberties, Civil Rights, Community Health, Conference Reports, *Court Cases, Demonstration Projects, Early Childhood, Exceptional Child Education, *Exceptional Child Services, *Family (Sociological Unit), Family Influence, *Language Programs, *Mentally Handicapped, Parent Role, Research Reviews (Publications)

Presented are four papers from a conference on mental retardation and families (1971). In the first paper, research is cited to show that current educational programs do not adequately exploit children's potential, and that child centered programs which ignore family/community influence do not significantly influence children's adjustment and achievement. Recommended among supports for families is establishment of a National Institute on the Family, which might compile research, foster advocacy groups, or lobby for family agencies and programs. Described next is a language research/demonstration training program, in which training of 40 retarded children, 16- to 36-months-old, begins with primitive and moves in stages to complex language use, and parents are taught to train their children. In the third paper, the author uses the Pennsylvania and other court cases to describe use of litigation for achieving access to education for all retarded children, for creating new forums, for raising new questions for public discourse, and for redressing grievances. Considered in the last paper are needs of incapacitated older adults, and of older retarded adults who are about to lose a parental figure or parental support. Suggested for serving the older population are a monitoring system to begin with younger handicapped persons and continue with lifelong followup, and a comprehensive protective service program in the community mental health center. (MC)

ED 081 146 EC 052 460

Descriptions of Innovative Training Programs Directed Toward: 1. Integration of Children with Special Needs in Regular Classrooms. 2. Serving Severely Handicapped Children.

Boston Univ., Mass. New England Special Education Instructional Materials Center.

Pub Date 73

Note—28p.; Presented at Conferences on: Educational Programs for Exceptional Children (Plymouth, Mass., Oct 2-4, 1972); Instructional Development and Dissemination in Teacher Education (Chicago, Ill., Jan 18-19, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Audiovisual Aids, *Exceptional Child Education, Games, Handicapped Children, *Inservice Teacher Education, *Instructional Materials, Mentally Handicapped, *Program Descriptions, *Regular Class Placement, Special Classes, Teacher Education

Presented alphabetically by state or university are approximately 35 descriptions of innovative training programs directed toward integration of children with special needs in regular classrooms, and toward severely handicapped children. Many of the training programs offered are described to be in a variety of forms, such as games; manuals with accompanying lesson plans, a film, or video and audio tapes; or kits containing video tapes, transparencies, printed materials, and a leader's guide. The following are representative of included subjects; transactional class discussions, behavioral management, prescriptive teaching, identification and development of talented potential, and development of communication skills in severely retarded infants. Sources, usually university special education departments, and addresses are given. (MC)

ED 081 147 EC 052 461

Lanaghan, David M.

Handicapped Children's Nature Study Center: A Cooperative Project in Outdoor Education. End of Project Report.

Muscatine-Scott County School System, Davenport, Iowa.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Iowa State Dept. of Public Instruction, Des Moines.

Bureau No—25-70-001-0

Pub Date Feb 73

Note—47p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Role, *Exceptional Child Education, *Handicapped Children, Landscaping, Nature Centers, *Outdoor Education, *Program Descriptions, *Program Effectiveness

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Presented is the end of project report of the handicapped children's nature study center and outdoor education program (funded through Title III), a cooperative science/special education project serving approximately 1,000 children in the Muscatine-Scott County School System in Iowa. A 6 acre land strip bordered by a creek and a river is said to have been developed with such features as forts, a pond, a garden, a study center, a trail for wheelchairs, and a camping area. Major program objectives are given, which include providing handicapped students with experiences and knowledge they can use on their own or with friends and families, and increasing effective and efficient learning. Reported are student experiences, such as a half day Winter Olympics, a litter collecting contest, and preparation of bird feeders and nesting materials by multihandicapped preschool children. Examples of enrichment and curriculum extension activities, which involved the outdoor education consultant who worked with teachers in 10 schools in seven towns, are listed, such as collecting insects, constructing terrariums, and visiting interest areas (such as rock quarries or a fish hatchery). Also listed are the numbers of times various classes visited the center, the classes' projects and activities, and visits by outside groups, such as the Optimist Club. Program effectiveness is discussed in relation to continuing the project after federal funds cease, soliciting facility use by more groups, and instituting a camping program. Included are sample lessons for retarded students, a dissemination report, a fact sheet, a map, issues of "The Acorn" (environmental education news), and a reprint of a newspaper clipping. (MC)

ED 081 148 EC 052 462

Bricker, Diane Bricker, William

Toddler Research and Intervention Project Report-Year II. IMRID Behavioral Science Monograph No. 21.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 72

Note—80p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Change, Curriculum, Early Childhood Education, *Exceptional Child Education, *Exceptional Child Research, Infancy, *Intervention, Learning Disabilities, Mentally Handicapped, Minimally Brain Injured, Mongolism, Operant Conditioning, *Parent Role, Program Descriptions, Research Design, Research Methodology, Teacher Education

The report summarizes the second year of the Toddler Research and Intervention Project, which uses experimental research to devise and evaluate educational intervention techniques with approximately 28 normal or developmentally delayed children 1- to 4-years-old and their families. Described are researchers/teachers relationships, behavioral modification techniques taught to parents to reinforce their children's learning while at home, and program effectiveness. The etiologies of the 12 delayed children are said to include Down's syndrome, hydrocephalus, and brain injury. Classroom procedures, schedules (for two separate classes for younger and older children, four days per week), and activities (such as teacher giving directions which the child imitates with physical aid from parent or other teacher who sits behind child), are discussed. Presented in a lattice schema are the five sequential general curriculum areas of behavioral control, motor development, imitation, discrimination and classification, and language training. It is said that the third year's focus will be on social and self-help skills. Emphasized are independent walking procedures and expressive vocabulary training. Reported in five research studies are an operant approach to assessing toddlers' hearing acuity, an evaluation of new assessment instruments in the areas of receptive and expressive vocabulary, a comparison of receptive vocabulary skills in delayed and nondelayed toddlers, evaluation of a modified fading procedure in discrimination learning of delayed children, and the reliability and validity of a parental teaching style assessment scale. (For related information see EC 041 329 and EC 052 459). (MC)

ED 081 149 EC 052 472

Sattler, Joan Notari, Carol

Results of Questionnaire on Integration of Non-Sensory Handicapped Children.

Illinois Univ., Urbana. Dept. of Special Education.

Pub Date 19 Mar 73

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Attitudes, *Exceptional Child Education, Handicapped Children, *Regular Class Placement, School Districts, Special Education Teachers, *Surveys, *Teachers

Identifiers—Illinois

Reported is a descriptive analysis of observations made in Illinois schools (four school districts) and of responses from 29 special and regular teachers and administrators regarding integration of nonsensory mildly handicapped students. It is said that students formerly in special classes have been integrated in many regular classrooms and that the trend is for only students below the educable level to continue in self contained classrooms. The responses are based on the following interview topics: personal data, child related difficulties with integration; teacher related difficulties with integration, the ideal person to help with integration, the ideal educational program, and university course content. Some of the responses indicate that teachers frequently mentioned characteristics such as aggressiveness or social maladjustment as deterrents to appropriate functioning of special students in regular classrooms, and that teachers used behavioral modification techniques, and were enthusiastic about integration (provided supplementary support such as teacher teaming, and resource rooms continued). Other findings indicate that administrators preferred teachers with regular and special class experience to help with integration, whereas teachers preferred a crisis teacher knowledgeable about children's social-emotional difficulties; that both teachers and administrators liked a nongraded approach; and that administrators desired inclusion of two special education courses in university teacher programs, whereas teachers desired courses in remedial reading, social-emotional problems, and educational programing. (MC)

ED 081 150 EC 052 478

Wolking, William D. And Others

Florida Language Profile Manual.

Alachua County School Board, Gainesville, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.

Pub Date 73

Note—109p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Cognitive Ability, Concept Formation, *Diagnostic Tests, Early Childhood, *Exceptional Child Education, *Language Tests, *Learning Disabilities, *Performance Tests, Test Interpretation

Identifiers—Florida Language Profile, Title VI

Described in the manual is the Florida Language Profile (funded through Title VI), a flexi-

ble set of performance sampling procedures for measuring language cognitive skills of children in kindergarten and grade 1 and remediating diagnosed disabilities. It is said that the Profile may be administered by the trained examiner or classroom teacher on an individual basis, preferably in the regular classroom. The complete kit is described as consisting of four functional units: the manual, materials, performance records, and the summary data sheet. Administration procedures are given for the following components in Part A; body parts concepts, right-left concepts, rote counting, and time, size and quantity, shape, position and direction, same-difference, clock time, negation, letter-number, and color-name concepts. Also, procedures are given for the following components in Part B: finding letters, naming upper and lower case letters, copying upper and lower case letters, finding letter sounds, writing letters, reading basic words, reading texts, naming numbers, number writing, counting numbers, identifying number sets, and saying and writing addition and subtraction facts. Instructions are provided for reporting results, delineating the learning disabled population, individualizing instruction, evaluating pupil development and instructional effectiveness, and analyzing learning style by the input modality and output effector. Appended are examples of performance records, summary data sheets, tables of rates/frequencies, and a table of accuracy. (MC)

ED 081 151 EC 052 479

Union Catalog 1973 Supplement: Special Education Instructional Materials Center Network.

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

Pub Date Sep 73

Note—187p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Annotated Bibliographies, *Exceptional Child Education, Handicapped Children, Instructional Materials, *Instructional Materials Centers, Regional Programs, *Textbooks

Identifiers—*North Carolina

Listed are approximately 650 professional textbooks or instructional materials, which constitute a supplement to a prior listing, represent holdings through May, 1973 and are available to clients from the three Special Education Instructional Materials Centers in North Carolina. Client status is said to be available to anyone concerned with the status of exceptional children and is obtainable by completing the library card application form. Directions for borrowing an item are given. Listings usually include call number, title, annotation, source, copyright date, and price. Items are listed by professional textbooks under 24 handicapping conditions such as mentally handicapped or visually handicapped, and by instructional materials under 16 subject categories, such as phonics, art and music, or personal hygiene. Also provided are publishers addresses. (For the earlier listing, see EC 051 124). (MC)

ED 081 152 EC 052 480

Elfner, Elinor

Reading Curriculum Development Project. Final Report.

Wakulla County Board of Public Instruction, Crawfordville, Fla.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 31 Jun 73

Note—92p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Computer Assisted Instruction, *Curriculum Development, *Educable Mentally Handicapped, *Exceptional Child Education, Instructional Materials, Mentally Handicapped, Program Descriptions, Programed Instruction, Program Evaluation, *Reading

Identifiers—Title VI, Wakulla County (Florida)

Presented is the final report of the 3 year reading curriculum development project (funded under Title VI) for 40 educable mentally handicapped children in Wakulla County, Florida, which centered on the development of computer assisted (CAI) instructional materials in a programed format. Described for the first year of the program is formative evaluation of reading materials, all of which were presented by the computer. The second year is explained to have been devoted to converting from the CAI mode to computer managed instruction in which only periodic testing was done by computer while off-line instruction was provided by lesson booklets. The entire system of supplementary instruction is said to have been presented without the computer during the third year. Following are some of the conclusions of the program: additional materials on word attack skills were found necessary, EMR students appeared to need even more repetition and drill than originally thought, significant gains were demonstrated by the 40 students for whom complete data were available, and students who took more time in responding to test items on the computer tended to demonstrate more gains in objectives passed on the posttest. Appendixes include samples of original and revised programed formats, the test used for pretest and posttest, program memos regarding computer procedures, and a project questionnaire. (DB)

ED 081 153 EC 052 481

Lapp, Edwin C.

Individualized Study for Academically Talented Students.

Coshocton Public Schools, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 31 Jul 72

Note—64p.

Available from—Edwin C. Lapp, Project Director, 1209 Cambridge Road, Coshocton, Ohio 43812

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Exceptional Child Education, *Gifted, High Achievers, *High School Students, Honors Curriculum, *Independent Study, *Program Descriptions, Program Evaluation, Student Attitudes, Thought Processes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Presented is the project termination report of the Coshocton, Ohio, 2 year program of individualized study for 56 academically talented high school students. Major objectives of the program are said to have been the improvement of student abilities in independent study, critical thinking, and conceptual understanding. Students are reported to have been chosen on the basis of interest and talent for the program which allowed them to spend a period a day in independent study of topics of their choice. Group meetings, conferences with advisors, and out of school research are also given to be program components. Evaluation is reported to have been by the collection and analysis of biographical, educational, and pretest data for both program participants and matched controls, as well as by the analysis of data from advisor, teacher, and student rating scales; the Watson-Glaser Appraisal of Critical Thinking; and the student grade point average. The acquisition of skills and attitudes necessary for independent study is reported to have been strongly supported by the data, though the attainment of the critical thinking and the conceptual understanding objectives were not supported by the data. It is recommended that the program be continued, and that faculty advisors be given more guidance in supervising the students in independent study. (DB)

ED 081 154 EC 052 482

Watson, Douglas, Ed.

Readings on Deafness.

New York Univ., N.Y. Deafness Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 73

Note—147p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Aurally Handicapped, *Child Rearing, *Communication Problems, Community Organizations, Community Role, Curriculum Development, *Deaf, *Exceptional Child Education, *Rehabilitation, Residential Schools

Presented are 15 articles on the experience of deafness, deaf education, the improvement of the delivery of rehabilitation services, or the deaf community. The first section on important life experiences and thinking from an existential viewpoint consists of five articles with the following titles: "A Truly Silent Majority", "Just Like Real People" (on the rearing of the deaf child), "Les Miserables" (on life in a residential school for the deaf), "How Do You Dance Without Music?" (an account of life through the eyes of a deaf individual), and "The Meaning of Deafness" (a discussion of related handicaps such as communication difficulties). Article titles on deaf education are "Crises of the Deaf Child and His Family", "Why Can't Johnny Show Me the Ball?" (on the need for curriculum research and development), "Total Communication at Maryland School for the Deaf", and "Notes on a Little Red Schoolhouse" (a diary of progress in a new day class). The improvement of rehabilitation services is discussed in three articles: "Delivery of Community Services to Deaf Persons", "Potential, Achievement, and Rehabilitation in the Deaf Population"; and "The Psychological Evaluation of Prelingually Deaf Adults". The final section focuses on the deaf community in three articles: "Organizations Serving the Deaf", "Interpreting Services for Deaf People", and "Deaf People in the World of Work". (DB)

ED 081 155 EC 052 483

Kederis, Cleves J. Nolan, Carson Y.

Braille Codes Pilot Project 1 December 1970 - 31 January 1972. Final Report.

American Printing House for the Blind, Louisville, Ky.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date 72

Note—141p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Blind, *Braille, *Demonstration Projects, *Exceptional Child Research, Research Needs, *Tactile Adaptation, Visually Handicapped

A feasibility and planning study was conducted on braille code problems in five areas. The areas were textbook format, math and science, music notation, computer notation, and maps, charts, and diagrams. Problems in each of the areas were identified and defined by committees of experts. The problems were analysed and a determination was made of the methodology and amount of time required for their resolution. From the analyses it was concluded that a massive, short-term research assault on all of the problems was not feasible. However, a large number of problems were found which could be resolved within three to four years. The basic strategy for resolving these problems was group judgment or consensus. The number of persons needed for the effort was three to four. An application for a grant to study the problems was prepared. (Author)

ED 081 156 EC 052 484

Wells, Douglas O.

Guidelines for Planning Post Secondary Training Programs for the Deaf Within Existing Community Junior Colleges. Final Report.

Delgado Coll., New Orleans, La.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date May 73

Note—129p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Aurally Handicapped, *Colleges, *Deaf, Deaf Interpreting, *Exceptional Child Education, *Program Descriptions, *Technical Education, Vocational Education, Young Adults

Described is a program to provide 202 young deaf adults with post secondary vocational and technical training in existing junior colleges. The program is explained to include utilization of special counseling, instructional, and interpreting services. Special courses are said to cover the areas of personal management (with topics such as budgeting and the opposite sex), occupational information (including the job interview and work habits), English, and a vocational survey course. Noted is the provision of interpreters to aid students and counselors. Program results are reported to have shown that 97 of the students (48%) completed their educational objectives and transferred to other colleges or entered the occupational world, that 44 (22%) of the students were still in training at the time of the report, and that the remaining 61 students (30%) left the program because of adjustment problems or personal reasons. Appended are forms used in the program such as the student orientation schedule and the training placement report. (DB)

ED 081 157 EC 052 521

Curriculum Guides for Level I and Level II: National Manpower Model.

National Inst. on Mental Retardation, Toronto (Ontario).
Spons Agency—Canadian Association for the Mentally Retarded, Toronto (Ontario).
Pub Date Jun 73
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Exceptional Child Services, Foreign Countries, Inservice Education, *Mentally Handicapped, Models, Professional Education, Staff Role
Identifiers—*Canada, Normalization

Curriculum guides to levels I and II of the Canadian National Manpower Model, which elaborate on content originally presented in 1971, are provided for personnel training programs in the field of mental retardation and related handicapping areas. The guides are said to be based on a philosophy that demands society's acceptance of retarded and handicapped persons, and are designed to prepare personnel through preservice or inservice education to serve handicapped persons during and after integration into society. It is expected that a national, voluntary registration scheme for programs meeting minimum standards will be established which will enable certified graduates to move from province to province. Included in Level I are nine curriculum units which address the normalization principle in services to the handicapped; identification, causation, and prevention of mental retardation; learning and development; behavioral management; observational techniques and report writing; human relations; planning for daily and social life; applied activities in recreation/leisure; and health maintenance and basic pharmacology. Eight curriculum units in Level II treat applications of the normalization principle, specialization areas (child development, residential, vocational, and community support services), learning and development, independent living skills, effective communication, teaching strategies, social psychology, and programing and behavioral management. Each unit usually contains components dealing with competencies, academic content, practical content, resources, and films. Included are a glossary, and addresses of national and provincial associations for the mentally retarded. (For related information see EC 032 373). (MC)

ED 081 158 EC 052 522
Designing Facilities for Language, Speech and Hearing Programs in Florida Public Schools.
Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.
Pub Date Jul 73
Note—108p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Aurally Handicapped, Building Design, Educational Facilities, *Exceptional Child Services, *Facility Improvement, Mobile Classrooms, Program Planning, *Speech Handicapped, State Departments of Education, *State Surveys
Identifiers—Florida

Reported are results of a needs survey and of specific planning processes concerning facilities for the approximately 45,000 language, speech, and hearing handicapped school age children in Florida. Detailed are findings from clinician completed questionnaires in regard to available space and physical structure factors which deter a child from hearing, seeing, or acquiring language in individual schools, mobile speech and hearing units. Some of the results given indicate that in 1969-1970, 1,259 of Florida's 1,854 schools served 32,523 children with therapy; that only 64 of 342 schools built after 1960 had facilities for language, speech, and hearing therapy; and that most clinicians used the library conference room or other inadequate areas, such as the custodian's storage area. Appended are examples of the three questionnaires. Planning processes are described in terms of the planners and the format for writing specifications for instructional programs and ancillary services. Included are specifications for housing language, speech, and hearing programs in Florida's public schools; for a language, speech, and hearing facility serving 50,000 school age children with evaluations, diagnostic therapy, and inservice education; for facilities to house preschool programs for children with severe language disorders; and for mobile unit design. Typically included in a specification is a program description, and analyses of needs in relation to space, equipment, furniture, special considerations, and space relationships. Suggestions are made regarding space and equipment required by itinerant personnel, and the appropriate number of language, speech, and hearing centers within individual school plants. (MC)

ED 081 159 EC 052 523
Sehler, Arselia
Institute for the Study of Michigan Experimental Programs for the Educationally Handicapped. Institute Report.
Michigan State Dept. of Education, Lansing. Div. of Special Education.
Pub Date Jun 72
Note—58p.; Reprint of Institute Proceedings (Lansing, Michigan June 21-23, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Conference Reports, Diagnostic Teaching, *Exceptional Child Education, Financial Support, *Inservice Teacher Education, *Institutes (Training Programs), *Learning Disabilities, Learning Laboratories, *Program Descriptions, Regular Class Placement, School Districts, Special Education Teachers, Teaching Methods
Identifiers—Michigan

Reported are proceedings from an institute on children's learning disabilities (summer, 1972) which involved 60 participants who were directors or teachers in innovative programs, members of the state advisory committee on learning disabilities; and staff from Michigan's educational department. Practices and procedures of programs which had proven most effective with learning disabled children in Michigan were presented in a small rotating group format to enable all participants to hear about "show case" program. Included are a sessions breakdown, and an evaluation based on 26 participants' responses referent to such aspects as future programs' housing, sparse attendance at some sessions, and need for prior notice regarding availability of audiovisual equipment. Included are summaries of presentations which concern resource room procedures, a service delivery system, the funding of learning laboratories, work to keep children in the mainstream of school, academic achievement, prescriptive teaching, a cooperative teacher training/service for resource teachers, and experimental procedures for children with learning disabilities. (MC)

ED 081 160 EC 052 534
Dubois, Mary E.
Developmental Learning in Urban Areas: An Overview of Learning Disorders for Detroit Teachers.
Bay-Arenac Intermediate School District, Bay City, Mich.
Spons Agency—Michigan State Dept. of Education, Lansing. Div. of Special Education.; Office of Education (DHEW), Washington, D.C.
Pub Date Aug 72
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Case Studies (Education), *Diagnostic Teaching, *Emotionally Disturbed, Environmental Influences, *Exceptional Child Education, *Institutes (Training Programs), *Learning Disabilities, Learning Processes, Task Analysis, Task Performance

Prescriptive teaching was reported to be the subject of an institute (August 1972) which showed teachers how to use a conceptual model of the learning system, how to help children develop self concept so as to overcome maladaptive behavior, and how to write educational procedures for individualized instruction. The conceptual model was described in terms of a road map for building skills in movement, vision, audition, language, communication and mathematics. The model also was used to show how a child collects information about his environment through eight modes (the five senses, feeling, saying, and moving), and processes the information through perceptual, conceptual, and cognitive integration for performance of specific activities. Suggested for teachers were six basic prescriptive tools, such as observing the child in a learning situation, or analyzing tasks to determine behavioral objectives. Discussed were the child's external environment (a fight at home when the child got up was given as an example of cause for later disruptive behavior), the child's internal environment (such as hearing and seeing), learning centers, and task analysis (questions were posed in relation to each task). A case study of Tom, who was 13-years-old, appeared older, functioned at fourth grade level in mathematics, and frequently displayed anger, was discussed to show how the teacher could determine a child's needs (through vision tests or specific tasks), and help the child develop good self concept. Included is a "progress pathway" which contains approximately six to 35 prescriptive tasks for each of the areas of learning readiness; basic skills for learning; recall, language, thinking, and reading skills; mathematics; attitudes; and behavior. (MC)

ED 081 161 EC 052 535
Propp, George, Ed. And Others
Media, Methods, and Materials for Special Educators.
Michigan State Dept. of Education, Lansing. Div. of Special Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Note—79p.; Report of a Special Study Institute (East Lansing, Michigan, June 19-23 and October 19, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, *Consultants, Equipment, Evaluation, *Exceptional Child Services, Films, Handicapped Children, *Institutes (Training Programs), *Instructional Materials, *Instructional Media, Resource Teachers, Special Education Teachers

Proceedings from an institute held in Michigan, October, 1972, for curriculum resource consultants on media, methods, and materials for special educators are presented. Described in the section on planning are the institute's objectives, criteria for selection of participants, resource consultants' names and addresses, and a review of planning decisions. The instructional phase consists of descriptions of the institute's events, which include such presentations as a multimedia approach to learning, use of an 8 mm movie camera for making educational films, film making, transparencies for teaching, videotape production, teacher media competencies for student learning, media within a systems framework, and instructional materials centers' services to curriculum consultants. Evaluation and feedback are discussed in relation to participants' statements and suggestions for improvement on the institute in general, the instructional staff and their strategies, and on the followup session. Provided are details of the followup session, in which presentations treated media utilization in the education of the handicapped, and systematic organization of inservice training; and in which participants engaged in brainstorming and reviewing activities. Included in the appendix are such items as a list of handouts, an outline of the institute, instructions for making or using the materials presented, a list of photographic terminology, and sources of equipment, materials, and publications (addresses are given for publications). (MC)

ED 081 162 EC 052 536
An Enriched and Cooperative Reading Program for Achievers at the Sixth Grade Level.
Central Arkansas Education Center, Little Rock.
Pub Date 72
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Audio Equipment, Cooperative Programs, *Elementary School Students, *Enrichment, *Exceptional Child Education, Gifted, *High Achievers, Program Descriptions, Reading Ability, Reading Materials, *Reading Skills, Reading Speed

An enrichment and cooperative reading program for high achievers in grade 6 involved participants in four reading classes who received supplementary reading instruction with the aid of teacher made cassette tapes, listening stations, current newspapers and magazines, and Reader's Digest skill builders. Testing at the end of the first year (1970-1971) revealed lack of support for the three hypotheses: that experimentals would demonstrate greater reading proficiency than controls as measured by the Iowa Test of Basic Skills; that experimentals would achieve higher performance levels than a similar population the previous year; and that experimentals would achieve a performance level equivalent to one grade level above the previous year. Individual records kept on each child's progress showed gains in areas such as ability to comprehend, organize thoughts, and read rapidly. Students evaluated their program favorably, as did

teachers, who found the learning climate in the classroom improved. At the end of the second year (1971-1972), results of testing with the Gates-MacGinitie Reading Test showed significant gains for all the objectives. (MC)

ED 081 163 EC 052 537
Effectiveness of Emphasizing Reading Skills with the Language Master for Mentally Retarded Students.
Central Arkansas Education Center, Little Rock.
Pub Date 72
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Instruction, Childhood, Concept Formation, Evaluation, *Exceptional Child Research, *Mentally Handicapped, *Program Effectiveness, Reading, *Reading Skills, Special Classes
Identifiers—*Language Master
The effectiveness of using the Language Master to emphasize reading skills with 10 students (ages 7 to 13 years) in a special class for the mentally retarded was evaluated. Nine behavioral objectives were formulated in the areas of improved word recognition, improved understanding of basic concepts, and improved word attack skills. The word-picture program (teaching recognition of nouns, verbs, and basic concepts) and the phonics program (teaching sound blending, consonant blends, and word analysis skills) were utilized as well as teacher made programs. The Slosson Oral Reading Test, the Boehm Test of Basic Concepts, and the Likert Rating Scale were used to objectively analyze achievement of objectives. Seven of the nine objectives were achieved. (Appended are a brief literature review, a listing of materials and equipment, a rating form, an instructional materials evaluation form, and a program calendar. (DB)

ED 081 164 EC 052 538
Regional Assessment Center: A Concept or a Place.
Eastern Michigan Univ., Ypsilanti. Dept. of Special Education and Occupational Therapy.; Michigan State Dept. of Education, Lansing. Div. of Special Education.
Pub Date Jun 72
Note—19p.; Report of Institute for the Development of Plans for Regional Assessment and Evaluation Codes for Comprehensive Educational Planning (June 19-23, 1972 Ypsilanti, Michigan)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Clinical Diagnosis, *Equal Education, *Exceptional Child Education, Handicapped Children, Medical Evaluation, *Preschool Evaluation, Regional Programs, State Legislation, Student Evaluation
Identifiers—*Michigan
Presented are eight articles and five brief position papers given at an institute devoted to planning for early diagnosis and educational evaluation of handicapped children affected by a new Michigan law which mandates educational programs from the time of birth to the age of 25 years for all handicapped persons previously excluded from public schools. Topics considered by the papers are the initiation and development of a diagnostic center, community aspects of planning for the physically handicapped, the role of the ophthalmogist in preschool diagnosis, the role of social work, the role of the neurologist in the diagnosis and treatment of disease, alternatives in meeting the needs of the accoustically handicapped, the role of the occupational therapist in helping the child organize his brain, and the role of the psychiatrist in an application of the medical model which includes the concept of health. The position papers on regional assessment and evaluation centers offer a philosophical orientation to assessment, a breakdown of the population to be served, suggestions for staffing, a listing of critical resources, and recommendations for physical facilities and location. (DB)

ED 081 165 EC 052 539
Careers in Special Education.
Michigan State Dept. of Education, Lansing. Div. of Special Education.
Pub Date Jul 71
Note—24p.; Revised Edition
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employment Opportunities, *Employment Qualifications, *Exceptional Child Education, Handicapped Children, *Special Education Teachers
Identifiers—*Michigan
The booklet briefly describes special education employment possibilities in the state of Michigan for 18 areas of exceptionality or specialized service. Discussions usually include suggestions for professional education, description of work performed, and a listing of desirable personal attributes. Individually discussed are the blind and partially seeing, crippled or otherwise health impaired, deaf and hard of hearing, emotionally disturbed, institutional programs, learning disabled, educable mentally handicapped, severely mentally handicapped, trainable mentally handicapped, multiply handicapped, occupational therapy, paraprofessionals, physical therapy, school psychological service, school social work service, speech correction, vocational rehabilitation, and vocational training for the handicapped. (DB)

ED 081 166 EC 052 540
Walline, Jane K.
Resources for Effective Teaching.
Michigan State Dept. of Education, Lansing. Div. of Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Note—13p.; Report of Special Study Institute (East Lansing, Michigan, July 14-18, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Exceptional Child Education, Handicapped Children, *Inservice Teacher Education, *Institutes (Training Programs), Instructional Materials, *Instructional Materials Centers, *Resource Teachers, Special Education Teachers, Tape Recordings
A special studies institute on resources for effective teaching was designed to train newly appointed or potential Curriculum Resource Consultants (CRC) who work in conjunction with special education instructional materials centers in Michigan. Objectives of the workshop sequences included the development of teacher-training competencies in the CRC's and the provision of actual kits of training materials. The role of the CRC was defined as providing services to special education staff in the areas of inservice materials and curriculum, material selection, and directed consultation. Eight basic inservice kits (some containing tape cassettes) three supplementary kits, and one participant developed kit were used during the workshop to prepare participants to utilize the kits in their districts. Topics of the kits include the design of an instructional game criterion measures, feedback, building a perceptual-motor experience, and evaluation. Key concepts of the institute were communication, dissemination, and adoption; and CRS's were encouraged to employ all three concepts for effective work with teachers. In evaluation, all participants indicated they would be comfortable in offering inservice training in their own districts. (DB)

ED 081 167 EC 052 541
Accountability Study for Trainable Mentally Retarded Children and Youth.
Duval County School Board, Jacksonville, Fla.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 27 Jul 73
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Educational Accountability, *Evaluation, *Exceptional Child Education, Mentally Handicapped, Special Education Teachers, *Trainable Mentally Handicapped, Workshops
Twelve teachers of trainable mentally handicapped children participated in a 7 week workshop which revised and expanded a previously developed catalog of behavioral objectives as part of an educational accountability study. Approximately 600 behavioral objectives with accompanying methods, materials, activities, and criterion test items were produced. At Saturday workshops in six Florida counties, 105 special education teachers ranked and validated the objectives. Ninety-seven parents group ranked the clusters of objectives and 57 parents did an individual Q-Sort ranking. It was planned that personnel from five community agencies would also rank and validate the objectives. New objectives were developed in areas such as physical motor, recreation, and occupational competency. Examples of objectives included ability to cross at traffic light, know purpose of bank, identify where to buy things, look up a telephone number, hop, keep hands to self, and understand that money is earned. An evaluation panel of three experts in the area of mental retardation studied the project's model and content and reported on the model's completeness, usefulness, and conformity with state department's guidelines for behavioral objectives. (DB)

EM

ED 081 168 EM 011 169
Herickes, Sally, Ed.
The Audio-Visual Equipment Directory. 1973-74, Nineteenth Edition.
National Audio-Visual Association, Fairfax, Va.
Pub Date 73
Note—512p.
Available from—National Audio-Visual Association, Inc., 3150 Spring Street, Fairfax, Virginia 22030 ($10.00)
Document Not Available from EDRS.
Descriptors—Audio Video Laboratories, *Audiovisual Aids, *Catalogs, Directories, Display Panels, Films, Overhead Projectors, Phonotape Recordings, Projection Equipment, Radio, Screens (Displays), Tape Recorders, Teaching Machines, Transparencies, Video Cassette Systems
The directory lists 1,715 products of both members and non-members of the National Audio-Visual Association alphabetically by company name under product type. Each description shows a picture of the product and gives specifications, other models, and a price. Appended are an audience capacity chart, an index of 16mm projector models, a list of members of the National Audio-Visual Association, playing time for various tape speeds and reel sizes, screen size charts, trade names, and typical running times of films. (Author/SH)

ED 081 169 EM 011 207
Horkheimer, Mary Foley, Comp. *Diffor, John C., Comp.*
Educators Guide to Free Films. Thirty-Third Edition.
Educators Progress Service, Inc., Randolph, Wis.
Pub Date Jun 73
Note—817p.
Available from—Educators Progress Service, Inc., Randolph, Wisconsin 53956 ($11.75)
Document Not Available from EDRS.
Descriptors—Aerospace Education, Agricultural Education, Art Education, Business Education, Communications, Consumer Education, Driver Education, Environmental Education, *Films, Geography, Guidance, *Guides, Health Education, History, Industrial Education, *Instructional Films, Music Education, Recreation, Religion, Safety Education, Science Education, Social Problems
Identifiers—Free Films
The thirty-third annual guide references 4,919 free films for educators, including 1,118 new titles. Information about the guide and sources of films is presented first, and the table of contents provides a curricular classification of the materials listed: safety, aerospace education, agriculture, arts and crafts, business education, clubs and scouting, communications and transportation, consumer education, driver education, entertainment, environmental education, geography, guidance, health and physical education, history, industrial education, music, religion, schools and educational opportunities, science, social problems, sports and recreation, and women's interests (home, community). The body of the guide gives full information about each film including date, title, source, length, availability, clearances, and content. Included are a title index, subject index, source and availability index, Australian availability index, and Canadian availability index. (SH)

ED 081 170 EM 011 235
Carpenter, Polly
Cable Television: Uses in Education.
Rand Corp., Santa Monica, Calif.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—R-1143-NSF
Pub Date May 73
Note—57p.

Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406
Document Not Available from EDRS.
Descriptors—*Cable Television, *Education, Educational Economics, Educational Quality, *Educational Television, *Innovation, Programing, State of the Art Reviews, *Telecommunication
Identifiers—Federal Communications Commission
This is the first volume of a two-part study of the role of cable television in education; its purposes are to discuss the implications of the Federal Communications Commission (FCC) ruling that all cable systems in the top 100 markets must reserve one channel for educational purposes and to stimulate the interests of educators by making them aware of this development. The report gives a brief description of cable television, mentions its four most important educational contributions--increasing access to education, providing new services, improving quality, and lowering unit costs--and treats its substantive and methodological functions. Next covered are the barriers to the use of cable in education, which are the lack of appropriate software, the under-utilization of existing programs, and lack of interest on the part of educators to undertake any innovation involving non-human change agents. The final chapter deals with the roles educators can play in the franchising and administration of cable systems. Some relevant statistics, a short glossary, and a bibliography are appended to the report. (PB)

ED 081 171 EM 011 240
Wittich, Walter A., Comp.
Educators Guide to Free Tapes, Scripts, and Transcriptions. Twentieth Edition.
Educators Progress Service, Inc., Randolph, Wis.
Pub Date 73
Note—297p.
Available from—Educators Progress Service, Randolph, Wisconsin 53956 ($9.50)
Document Not Available from EDRS.
Descriptors—Aerospace Education, Art Education, Business Education, Communications, Environmental Education, Guides, Health Education, Home Economics, *Indexes (Locaters), Industrial Education, Language Arts, Magnetic Tapes, *Phonotape Recordings, Professional Continuing Education, Religion, Safety Education, Science Education, Scripts, Social Problems, *Tape Recordings, Video Cassette Systems, *Video Tape Recordings
Identifiers—Free Materials
Free audiotapes, videotapes, scripts, and transcriptions are referenced in this twentieth edition of the guide which was assembled to help teachers and librarians select materials which encourage students to inquire, discover, and develop the ideas which will enable them to contribute to society. Entries are listed under curricular areas: accident prevention and safety, aerospace education, business education, clubs, communications and transportation, environmental education, fine arts, guidance, health education, home economics, industrial education, language arts, religion, science, social problems, social studies, and teacher reference and professional growth materials. Information about each entry provided in the body of the guide includes type of medium, specifications, length, a content description, and the source. Also included are a title index, subject index, source and availability index, and a Canadian availability index. (SH)

ED 081 172 EM 011 250
Parlato, Salvatore J., Jr.
Films--Too Good for Words. A Directory of Nonnarrated 16mm Films.
Pub Date Mar 73
Note—209p.
Available from—R. R. Bowker Co., P. O. Box 1807, Ann Arbor, Michigan 48106 ($12.50)
Document Not Available from EDRS.
Descriptors—Art, Community, Cross Cultural Studies, *Directories, *Films, *Instructional Films, Literature, Nonverbal Learning, Peace, Science Education, Values, Visual Learning, War
Identifiers—Nonnarrated Films
A nonnarrated film is one that communicates pictorially on the strength of its visual unity, continuity, and coherence without relying on narration or dialogue. This directory lists 1,000 such 16mm films, mostly curriculum-oriented educational films, in three main parts. The first part describes films under subject headings such as the arts, other places and customs, science, nature, expression, city and suburb, values, fun, action, war and peace, fantasy, and literature. Information provided about each entry includes title, length, date, source and a content description. The films are also indexed by title and by subject, and a producer-distributor directory is included. (SH)

ED 081 173 EM 011 252
Sackman, Harold, Ed. Boehm, Barry W., Ed.
Planning Community Information Utilities.
American Federation of Information Processing Societies, Montvale, N.J.
Pub Date 72
Note—501p.
Available from—AFIPS Press, 210 Summit Avenue, Montvale, New Jersey 07645 ($15.00)
Document Not Available from EDRS.
Descriptors—Community Change, Community Services, *Computers, Cost Effectiveness, Educational Change, Futures (of Society), Humanization, *Information Networks, *Information Services, *Information Systems, Information Utilization, Policy Formation, Social Change, Social Planning, *Technological Advancement
Massive social changes are bound to occur with the extension of mass information utilities: the fundamental question is how shall this massive reconstruction of social information power be designed for the best interest of people. This book grew out of an American Federation of Information Processing Societies (AFIPS) conference, and is organized around three basic areas corresponding to the principal components of a prototypic plan to develop economically feasible and humanistically designed information utilities. Each part--information services, system design, and system management--consists of essays about such topics as municipal services, education and library services, telepurchasing and personal services, industrial and vocational services, entertainment and news services, computer communications for the community information utility, hardware, software, economic design, the municipal framework, the regulatory problem, consumer safegards, and public involvement and acceptance. (Author/SH)

ED 081 174 EM 011 260
Smith, M. Daniel
Learning Difficulty, Transfer, and Retention as Functions of Two Types and Two Levels of Redundancy in a Sequence of Concept Formation Tasks in Mathematics Involving Computer Assistance. Final Report.
New Hampshire Univ., Durham.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-1-A-050
Pub Date Mar 73
Grant—OEG-1-71-0018(509)
Note—135p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Computer Assisted Instruction, Computer Graphics, Concept Formation, *Educational Research, Elementary School Students, Learning, *Mathematical Concepts, Mathematics, Programed Instruction, Redundancy, *Retention, Testing, *Transfer of Training
Research employed two types of redundancy, each having two levels, at each stage of a programed sequence of non-verbal concept learning tasks. One type involved amount of variation and repetition of exemplars; the other, strength of feedback. A researcher presented tasks to 4th, 5th, and 6th graders, simulating a computer graphic display. The stimuli involved two-dimensional vectors, and the subjects' responses were identifications of points in two-space. Responses were input to a computer and feedback provided to subjects, with subsequent graphic demonstration of correct responses. Criteria were: a) number of responses to reach two successive correct answers during learning; b) immediate post-test performance; and c) performance on a delayed post-test. Evaluation noted some minor differences during learning, particularly with respect to response latency. No significant differences were noted on immediate post-tests, but delayed post-test data suggested an optimal level for both types of redundancy and also an interaction effect, which in turn suggests there is an optimal combination of the two types. (Author/PB)

ED 081 175 EM 011 261
Cater, Douglass Strickland, Stephen
A First Hard Look at the Surgeon General's Report on Television and Violence.
Academy for Educational Development, Inc., Washington, D.C.; Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.
Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.
Pub Date Mar 72
Note—12p.
Available from—Aspen Program on Communications and Society, Suite 232, 770 Welch Road, Palo Alto, California 94304 ($50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aggression, Anti Social Behavior, Children, Conference Reports, *Public Policy, *Television, *Television Research, Television Surveys, *Television Viewing, *Violence
Identifiers—Aspen Program on Communcations and Society, Surgeon General of the United States, *Surgeon Generals Report on Television Violence
In March of 1972 the Aspen Program on Communications and Society convened a meeting which brought together the Surgeon General, staff members connected with the Surgeon General's Report on Television and Violence, and social scientists. The purpose of the meeting was to evaluate the Report, which had just been issued. This conference report represents the efforts of two observers to interpret the reactions of the group to the Surgeon General's Report. It summarizes the background of concern over violence on television, discusses the genesis and composition of the Advisory Committee which undertook the project, describes the research conducted and the Report issued, treats its significance, and considers some approaches to public policy. (PB)

ED 081 176 EM 011 265
Colino, Richard R.
The INTELSAT Definitive Arrangements: Ushering In a New Era in Satellite Telecommunications. Monograph Number Nine.
European Broadcasting Union, Geneva (Switzerland).
Report No—EBU-M-9
Pub Date 73
Note—196p.; Legal and Administrative Series
Available from—European Broadcasting Union, 1, rue de Varembe, CH-1211, Geneva 20, Switzerland (20 Swiss francs)
Document Not Available from EDRS.
Descriptors—*Communication Satellites, Foreign Relations, *International Law, *International Organizations, International Programs, Space Sciences, *Telecommunication
Identifiers—*INTELSAT
The INTELSAT definitive arrangements establishing a new regime for INTELSAT and telecommunications are detailed in this monograph. A first part presents a review of the general climate of the definitive arrangements negotiations and an examination of several factors which greatly influenced their outcome. The second part considers negotiations of the definitive arrangements among the various participating countries. A detailed analysis of key features of the definitive arrangements and comparison with interim arrangements comprises part three, and a commentary on two significant controversies--INTELSAT and other satellite systems, and the specialized services controversy--concludes the monograph. The arrangements themselves are appended. (SH)

ED 081 177 EM 011 267
Galloway, Jonathan F.
The Politics and Technology of Satellite Communications.
Pub Date 72
Note—247p.; Studies in Government and Politics
Available from—Lexington Books, 125 Spring Street, Lexington, Massachusetts 02173 ($15.00)
Document Not Available from EDRS.
Descriptors—*Communication Satellites, Decision Making, Foreign Relations, International Law, International Organizations, International Programs, *Policy Formation, *Politics, Space Sciences, Technological Advancement, *Telecommunication
Identifiers—Communications Satellites Act of 1962, Intelsat, Intersputnik

The study discussed in this book approaches the task of understanding the interrelated effects of innovations on society by concentrating on one technological innovation--satellite communications--as it relates to three basic processes: the relation of innovations in communications technology to innovations in policy and the policy-making process, the distinction between domestic and foreign policy decision-making, and the processes of rational decision-making characteristic of and appropriate for issues which are complex because of technological innovations. These three themes are analyzed through an historical treatment and through contemporary interpretation of the issues, participants, and major events which have made the politics of space communications an important part of existing policies within and between nations. Chapters consider traditional communications and the coming of the space age, early developments in space communications, the passage of the Communications Satellite Act of 1962, the interim arrangements for INTELSAT, space communications and national security, INTELSAT and INTERSPUTNIK, transitional arrangements for INTELSAT, and conclusions. (Author/SH)

ED 081 178 EM 011 284

Milhollan, Frank Forisha, Bill E.

From Skinner to Rogers; Contrasting Approaches to Education.

Pub Date 72

Note—128p.

Available from—Professional Educators Publications, Inc., Box 80728, Lincoln, Nebraska 68501 ($1.75)

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research, Behavior Chaining, Conditioning, Educational Change, *Humanism, Imitation, *Learning Processes, *Learning Theories, Models, Reinforcement, Stimulus Generalization, *Teaching Methods

Identifiers—Rogers (Carl), Skinner (B F)

The primary thrust of this book is the presentation of two divergent models of man, the explicit and implicit philosophical assumptions which characterize each view, the conditions of learning compatible with each model, and the educational implications of each position. An introductory section considers the two models of man--the phenomenological orientation and the behaviorist orientation--and provides some history of the development of these viewpoints. The scientific psychology of B. F. Skinner is considered within its historical and philosophical background, within his analysis of behavior and the process of learning, and within the implications for teaching of the technology of teaching. Carl Rogers' humanistic psychology is also examined within these contexts. (Author)

ED 081 179 EM 011 293

Morris, DuBois S., Jr., Ed.

Information Technology; Initiatives for Today--Decisions That Cannot Wait. Some Major Problem Areas and Leadership Options.

Conference Board, Inc., New York, N.Y.

Report No—CBR-577

Pub Date 72

Note—50p.

Available from—The Conference Board, Inc., 845 Third Avenue, New York, N.Y. 10022 ($15.00, Non-Associate, $3.00, Associate & Educational)

Document Not Available from EDRS.

Descriptors—*Communications, Information Dissemination, Information Processing, Information Services, Information Storage, *Information Systems, *Policy Formation, *Social Change, Systems Approach, *Technological Advancement

The Conference Board's Special Executive Council has commissioned a series of studies into the implications and effects of information technology. This report is a formulation of the more compelling issues in these studies that call for immediate policy-level attention. The propositions and initiatives which were formulated are discussed in chapters covering areas such as understanding information technology; the need for an independent center to formulate national information policy; impacts of information technology on questions of individual privacy and the public interest; sociological impact of information technology on changing values, concepts, and life styles; the desirability, requirements, and priorities for the development of new nationwide information systems; implications of information technology for management; uses of information technology and the systems approach for national problem solving, resources allocation, and opportunity development; importance of research and development; closing the literacy gap between users and nonusers of communications technology; and educating and maintaining talents and skills essential to an information dependent society. ED 060 907 is a related document. (SH)

ED 081 180 EM 011 296

PROJECT 80. Learning Activity Packages. Final Report, 1972.

Federal Way School District 210, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Washington Office of the State Superintendent of Public Instruction, Olympia.

Report No—F-56-69-0038-2; P-17-210-71-430

Pub Date 72

Note—82p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Curriculum Development, Evaluation, *Individualized Curriculum, *Individualized Instruction, *Learning Activities, *Management Systems, Program Descriptions, Secondary Grades, Student Attitudes

Identifiers—Decatur High Federal Way Washington, Elementary Secondary Education Act Title III, ESEA Title III, LAP, *Learning Activity Packages, Project 80, TAP, Test of Academic Progress

Decatur High School in Federal Way, Washington, initiated Project 80, a long-range effort designed to individualize and improve the educational process by using research, technology, and scientific management systems to free teachers to personalize education for learners. Starting in 1969 a three year Elementary and Secondary Education Act Title III grant provided initial support: 1) for the selection and training of staff in the philosophy underlying individualized instruction; 2) for the development of learning activity packages (LAP) which allowed students to select topics and learning styles, to make individual commitments with teachers, and to participate in curriculum development and evaluation and the design of the systems needed to manage the LAPs in the classroom. By 1972 over 100 staff were trained and 90% of the basic curriculum relied upon LAPs. Evaluation showed that the project successfully developed positive student attitudes toward self, teachers, education, and school. Results from the Test of Academic Progress (TAP) indicated that an individualized program based upon LAPs maintained a level of achievement comparable to that of other schools in the district. (Author/PB)

ED 081 181 EM 011 297

Hopkins, Ronald H.

The Encoding of Verbal Information. Final Report.

Washington State Univ., Pullman. Dept. of Psychology.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0628

Pub Date Jun 73

Grant—OEG-X-71-0032(508)

Note—45p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Auditory Perception, Aural Stimuli, Codification, College Students, Educational Research, Inhibition, *Intermode Differences, *Memory, *Recall (Psychological), Retention, *Verbal Learning, Verbal Stimuli, Visual Perception, Visual Stimuli

A research project involving 16 experiments investigated the nature of the encoding process for verbal materials, particularly differences arising from mode of presentation. The results showed that a change in mode of presentation of items produced a recovery from interference in short term retention. Since intermodal interference was lower than intramodal interference it appeared that auditory and visual items were represented by different memory codes in the short-term store. However, since recovery from interference depended on the nature of the intervening information received by the subject, it seemed to follow that the memory code was subject to task demands and under the subject's control. Other data showed that proactive interference depended partly on long-term processes and was due to retrieval difficulties. Some of the experiments were preliminary attempts to develop techniques for studying the attributes of memory, such as by testing the subject for his memory of particular properties of the stimulus, for example, the modality in which it was presented. (Author/PB)

ED 081 182 EM 011 315

Heider, Karl G.

The Dani of West Irian. An Ethnographic Companion to the Film "Dead Birds". Module 2.

Pub Date 72

Note—75p.

Available from—Warner Modular Publications, Inc., Eleven Essex Street, Andover, Massachusetts 01810

Document Not Available from EDRS.

Descriptors—*Anthropology, Cultural Activities, Cultural Differences, Cultural Traits, Documentaries, *Ethnology, *Film Production, Films, *Higher Education, *Instructional Films, Narration, *Study Guides

Identifiers—Dani Tribe of West Irian, Dead Birds, Gardiner (Robert), Heider (Karl)

The purpose of this study guide is to provide students of anthropology with an ethnographic accompaniment to Robert Gardiner's film about the Dani tribesmen, "Dead Birds." The first section offers an ethnographic profile of Dani culture, describing its most important features. These include: 1) their material culture, covering matters like shelter, food, tools, weapons, and trade; 2) domestic groupings and life cycles, including marriage, child training, life stages, and descent groups; 3) conflict, involving feuding and warfare; and 4) religion. Section two is an account by the film maker of the making of the film and his feelings about it. The final section gives a detailed description of the film, containing a narration by Gardiner which constitutes a libretto to be used while viewing "Dead Birds." Each of the 663 shots in the film has been numbered and annotated. A set of ethnographic notes by Karl Heider and a brief bibliography are also included. (Author/LB)

ED 081 183 EM 011 316

"The Real Power", An Interview With Benjamin L. Hooks, the First Black to be Appointed a Member of the Federal Communications Commission.

Federal Communications Commission, Washington, D.C.

Pub Date 30 Jan 73

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Black Community, *Black Power, *Broadcast Industry, Interviews, Mass Media, Negro Employment, *Negroes, *Power Structure, Programing (Broadcast), Public Television, Self Concept, Television

Identifiers—Federal Communications Commission, Hooks (Benjamin L), United States Congress

Despite the fact that the television industry has made some progress away from its totally white orientation, the industry as a whole still has a long way to go before it can be said to afford fair treatment to blacks. More blacks must gain access to the centers of power--such as the Federal Communications Commission--from which change emanates, and the networks must provide greatly improved opportunities for minority employment in responsible positions. Secondly, television, through its entertainment programing and its function as a new medium, must present a more accurate picture of grassroots black America in order to help blacks build better self-images and to provide whites with a better understanding of blacks. Finally, Congress must begin to use its power, particularly through the authorization of funds for public television, in ways which will encourage attention to the needs and accomplishments of black Americans. (LB)

ED 081 184 EM 011 317

Technical Standards and Specifications: Ordinance Supplement Section VII.

Cable Television Information Center, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 73

Note—68p.

Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Cable Television, *Equipment Standards, *Performance Specifications, Policy Formation, Public Officials, Public Policy, *Specifications, Standards, *Technical Reports
The Cable Television Information Center, as part of its overall attempt to provide local governmental policy makers with the information and analytical tools needed for sound decision making, prepared a report to assist public officials who wish to develop technical standards for cable television (CATV) systems in their communities. The report develops a comprehensive set of standards, discusses how it affects CATV system economics, and suggests alternative means of enforcement. Specifically, it recommends a regulatory program which is demanding but not beyond the present state of the art and which consists of the following elements: 1) construction standards to ensure a safe and reliable system; 2) technical standards for the reception of broadcast television signals received either off-the-air or via microwave; 3) technical standards for ensuring overall system performance; 4) procedures for testing system performance to ensure that all technical standards are being met; and 5) a record keeping log book that supports the technical standards and testing procedure programs. (Author/LB)

ED 081 185 EM 011 318
In Re Complaint of the Black Caucus of the United States House of Representatives Before the Federal Communications Commission.
Federal Communications Commission, Washington, D.C.
Report No—FCC-72-1193
Pub Date 6 Feb 73
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Black Community, *Broadcast Industry, *Equal Facilities, *Federal Legislation, Government Publications, Negroes, *Opinions, *Programing (Broadcast), Television, Viewing Time
Identifiers—Fairness Doctrine, FCC, Federal Communications Commission
In December 1972 the Federal Communications Commission (FCC) denied a request of the black Congressmen of the Black Caucus (BC) that it order the television networks to make free prime time available for the BC to reply to social matters in the President's State of the Union message. The BC argued that they were entitled to time balance coverage given to the President, based upon; 1) The Constitution's requirement of a balance of separate powers; 2) the FCC's fairness doctrine; 3) the right to free speech; and 4) the public interest. The networks replied they were entitled to control controversial programing, that they presented opposing views, and that the fairness doctrine guaranteed presentation of opposing viewpoints, not the appearance of particular individuals. The FCC affirmed the network's discretionary powers, concurred that the fairness doctrine was issue-oriented and did not give access rights to individuals, and ruled that separation of powers did not imply free access to broadcast time for Congressmen. No ruling was made on the free speech issue since it was being argued in another case before the Supreme Court. (LB)

ED 081 186 EM 011 321
Symposium on Urban Cable Television, Volume II. Thursday, October 19, 1972. Morning Workshop Themes: Economics and Financing of Cable; Public Ownership: Myth and Reality; Programming: Community and Local; New Patterns of Minority Participation.
Cable Television Information Center, Washington, D.C.; Mitre Corp., McLean, Va.
Report No—MITRE-73-11
Pub Date Mar 73
Note—394p.; See Also EM 011 320, Volume I; To be edited into a book, "The Coming World of Cable" by Ralph Lee Smith
Available from—The Mitre Corporation, Westgate Research Park, McLean, Virginia 22101
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Cable Television, Communications, *Community Control, Conference Reports, *Economic Factors, Financial Support, Media Research, *Minority Role, *Programing (Broadcast), Public Officials, Simulation, Workshops
Identifiers—CATV, Franchising, National Cable Television Association, NCTA, *Symposium on Urban Cable Television
Accounts of the workshops conducted during the morning of the second day of the symposium are contained in this volume. These focus on the economics and financing of cable television (CATV), public ownership of cable, community and local programing, and minority participation in CATV. Visual presentations dealing, respectively, with research efforts in broadband communications and with a simulated franchising game involving city and state officials, public interest representatives, and cable operators, were shown concurrently with the workshops. (Author/PB)

ED 081 187 EM 011 322
Brook, Barry S., Ed.
Musicology and the Computer. Musicology 1966-2000: A Practical Program. Three Symposia.
American Musicological Society, New York, N.Y. Greater New York Chapter.; City Univ. of New York, N.Y. Graduate School and Univ. Center.
Pub Date 70
Note—285p.
Available from—PhD. Program in Music, The City University of New York, Graduate Center, 33 West 42nd Street, New York, N.Y. 10036 (ATTN: Mrs. Carlene Price, $6.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Bibliographies, *Computers, *Conference Reports, *Music, Musicians, Music Teachers, *Symposia
Identifiers—*American Musicological Society
Five subdivisions comprise this volume. The introduction provides a brief overview of the history of the American Musicological Society. The next three sections review three symposia, the first of which--Musicology and the Computer I--was held in April 1965 and dealt with three of the major areas of computer applications to musicology: analysis, investigation of style, and documentation. The second symposium, held in May 1965 and titled Input Languages to Represent Music (Musicology and the Computer II) wrestled with the problems of translating conventional musical notation into machine-readable numbers, letters, and symbols. The final meeting, Musicology 1966-2000: A Practical Program, was convened in May 1966 and took a forward glance into the last third of the century. The fifth subdivision of the volume is a bibliography which contains some 617 listings of items published up through 1970 and which embraces all aspects of computer applications to music. (Author/PB)

ED 081 188 EM 011 323
Towards Modern Management in Radio and Television. (International Colloquy, Brussels, May 1972.)
European Broadcasting Union, Geneva (Switzerland).
Pub Date May 72
Note—474p.
Available from—W. Fostier, Avenue de Vise 60, 1170 Brussels, Belgium
Document Not Available from EDRS.
Descriptors—Administration, Administrative Principles, Computer Oriented Programs, Computers, Conference Reports, Economic Factors, Electronic Data Processing, *International Organizations, *Management, *Management Education, Mass Media, Organization, Personnel Management, *Radio, Telecommunication, *Television
Individuals involved in all aspects of radio and television in the member countries of the European Broadcasting Union (EBU) met to exchange ideas. Their focus was upon how the modern management methods which their large scale industrial communications enterprises required might be adapted to the specific needs of their cultural mission. The report of the conference presents the papers read by the speakers, followed by a summary of the discussions of their ideas by all the participants. Five main topics are considered: 1) the possibility of applying modern management techniques to cultural organizations like radio and television; 2) personnel management issues; 3) the financial aspects of management; 4) computerization and electronic data processing as management tools; and 5) structural organization in radio and television. (Author/LB)

ED 081 189 EM 011 333
Belch, Jean, Comp.
Contemporary Games. A Directory and Bibliography Covering Games and Play Situations or Simulations Used for Instruction and Training by Schools, Colleges and Universities, Government, Business and Management. Volume I, Directory.
Pub Date 73
Note—560p.
Available from—Gale Research Company, Book Tower, Detroit, Michigan 48226 ($35.00)
Document Not Available from EDRS.
Descriptors—Childrens Games, Classroom Games, *Directories, *Educational Games, Elementary Grades, *Games, Game Theory, Higher Education, Instructional Aids, Management Games, *Play, Post Secondary Education, Role Playing, Secondary Grades, *Simulation
This reference work lists approximately 900 games, covering almost all subject matter fields, which have sufficient intellectual content to be used for educational purposes by students ranging from the elementary grades to the university, government or business level. Arranged alphabetically by the name of the game, each entry provides information about: subject, the age or grade level for which it is appropriate, number of players, playing time, materials, designer, producer, distributor, and price, plus citations of sources which describe or evaluate the game. Also included are an index of designers and producers, a guide to subject areas, and a school and age level breakdown. Excluded are universal classic games such as chess and checkers, 52-card games, games that are purely matters of chance or which depend primarily upon physical skills, and--with a few special exceptions--war games. (Author/PB)

ED 081 190 EM 011 334
Bielawski, Joseph G.
Guide to Educational Technology: Early Childhood Education.
Technomic, Westport, Conn.
Pub Date 28 Feb 73
Note—135p.; See Also Guide to Educational Technology, ED 062 773
Available from—Technomic Publishing Co., Inc., 265 West State Street, Westport, Connecticut 06880 ($25.00)
Document Not Available from EDRS.
Descriptors—Attitudes, Directories, *Early Childhood Education, Educational Administration, Educational Finance, Educational Innovation, *Educational Technology, Enrollment, Films, Filmstrips, *Guides, *Instructional Materials, Phonograph Records, Phonotape Recordings, Preschool Education, Primary Grades, Slides, Teaching Programs, Teaching Styles, Toys, Transparencies, Video Tape Recordings
This reference book for educators, administrators, parent groups, and creators and producers of teaching materials provides up-to-date information on the available programs and teaching materials of early childhood educational technology. Surveying trends in preschool educational technology, it examines administration, funding, expenditures, teaching approaches, enrollment, teaching materials, and parental influences. Three directory sections provide information on companies and products in the field, giving their addresses and types of materials offered. Films, film loops, filmstrips, multimedia kits, transparencies, records, phonodiscs, slides, study prints, programs for teaching machines, pre-recorded tapes and videotapes, toys, and special purpose materials are all included within the scope of the work. Information on professional associations and periodicals in the field is also provided, along with a compilation of other pertinent data such as the results of surveys on attitudes toward educational innovation. (Author)

ED 081 191 EM 011 335
Rigney, Joseph W.
A Discussion of Behavioral Technology Laboratories CAI Projects In Relation to a CAI Test-Bed Concept. Technical Report Number 71.
University of Southern California, Los Angeles. Behavioral Technology Labs.
Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—USC-BTL-TR-71
Pub Date Jul 73

Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Development, Cognitive Processes, *Computer Assisted Instruction, Computer Graphics, Electronic Equipment, *Instructional Systems, *Instructional Technology, Laboratory Experiments, Learning Processes, *Literature Reviews, Memory, Models, On Line Systems, Problem Solving, Programing, Psychology, *Research Projects, Technical Reports
Identifiers—*Behavioral Technology Laboratories, BTL, BTL University of Southern California, CAI, Computer Assisted Instruction Test Bed

The elements of an instructional system are discussed and some literature bearing on these is reviewed. The discussion is intended to stimulate thought about an instructional system as a computer-assisted instructional (CAI) test-bed and to point out some noteworthy laboratory research results, particularly in cognitive psychology. Following this, parts of CAI projects underway at the Behavioral Technology Laboratories are described in relation to instructional system elements to give an overview of this research. Among these is work on computer graphics to: 1) simulate front-panel topography and functional organization of circuits; 2) facilitate interpretation of relative motion; and 3) create visual analogies for abstract concepts and processes to serve as the basis for students to develop their own internal representations. Other projects involve work on methods for recording cortical evoked potentials and correlating them with learning and memory processes, development of a dynamic programing model for adaptive control of problem-solving types of CAI, and work on three-dimensional mock-ups of electronic equipment to be placed on-line with a CAI system. (Author/PB)

ED 081 192 EM 011 337
Walter, James And Others
Computer-Based Test Development Center Project. Final Report.
Multnomah County School District, Portland, Oreg.; Oregon State System of Higher Education, Monmouth. Teaching Research Div.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-67-4213; P-67-04213-0
Pub Date 70
Note—96p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Computer Programs, *Educational Objectives, Elementary Grades, Information Retrieval, Information Storage, Inservice Teacher Education, Instructional Improvement, Instructional Materials, Item Analysis, Program Descriptions, *Program Evaluation, *Resource Centers, Resource Materials, Secondary Grades, *Test Construction
Identifiers—COMBAT, *Computer Based Test Development Project, Elementary Secondary Education Act Title III, ESEA Title III, Multnomah Oregon County Intermediate Educ District

The Multnomah (Oregon) County Intermediate Education District conducted a three year project to develop a computer-based test development resource for classroom teachers. It sought: 1) to identify instructional objectives for various curricula and grade levels; 2) to develop a pool of test items to measure attainment of objectives; 3) to design a computer system for the storage and retrieval of items; 4) to conduct in-service teacher training for system usage; 5) to improve instruction in the participating schools; and 6) to disseminate information about the project. More than 32,000 instructional objectives and test items were developed, stored in a computer system on magnetic tape, and made available to teachers. More than 400 teachers were familiarized with the system. Finally, an inexpensive and simple telephone-mail communication system was devised. Participating students showed marked academic achievement. The system was found to need a complete sets of materials for continuous usage to allow faster selection, communication, and retrieval of material, and teachers needed to gain user experience. In addition, less specific objectives for group instruction should be developed, and the appropriateness of test items for particular objectives must be validated. (For related document, see EM 011 338.) (PB)

ED 081 193 EM 011 339
Teaching Guide and Problem Supplement. A Publication of the Exemplary Project Problem Solving Computer Style 1969-1970.
New Orleans Public Schools, La.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-67-3834
Pub Date 70
Grant—OEG-3-7-70384-4813
Note—203p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Algebra, Chemistry, *Computer Assisted Instruction, Computers, *Computer Science Education, Mathematics, Physics, *Problem Solving, *Programing, Secondary Grades, Secondary School Students, *Teaching Guides, Trigonometry
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Fortran IV, IBM 1130 Computer

Secondary school teachers incorporating the use of a computer in algebra, trigonometry, advanced mathematics, chemistry, or physics classes are the individuals for whom this book is intended. The content included in it is designed to aid the learning of programing techniques and basic scientific or mathematical principles, and to offer some solutions to illustrative problems. Eight units are devoted to a step-by-step explanation of the FORTRAN IV language and programing, with material presented in a manner which assists the teacher in developing lectures and other forms of instruction which facilitate student imitation and encourage early operation of his initial attempt at programing. Following this introduction to FORTRAN and to programing is a problem supplement with five sections, one each devoted to algebra, trigonometry, advanced math, chemistry, and physics. A short bibliography is also included. (Author/LB)

ED 081 194 EM 011 340
Self-Instruction Systems: An Alternate Socio-Technological Approach to National Education and Training. A Research Report and Prospectus.
Georgia Inst. of Tech., Atlanta. School of Information Science.
Pub Date Mar 71
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Autoinstructional Aids, *Autoinstructional Programs, *Computer Assisted Instruction, Cost Effectiveness, *Educational Innovation, Educational Technology, Instructional Design, *Instructional Systems, Learning Modalities, On Line Systems, *Pilot Projects, Program Descriptions, Tutoring
Identifiers—ALF, Audiographic Learning Facility, Preceptor, Vendor

An "educational utility" providing a cost effective educational delivery system using both management science and technology has been designed. Researchers postulated requirements for a learning system, developed a self-instructional system based on them, and implemented a pilot system. The system, Audiographic Learning Facility (ALF), consists of a Memory for storing and transmitting materials to learners, guided by a Preceptor. The learner exercises on-line control and other control by interposing a human tutor between himself and Preceptor. Scheduled and on-demand modes are available to groups or individuals. The semiotic content of Memory has been defined, a model of the self-instructional process developed, units of learning materials specified, Preceptor elements identified, and a physical facility implemented. Ithas been found that: 1) the learning units are superior to live instruction; 2) an index to structure and content can be devised; 3) self-diagnosis testing and revision are feasible; 4) the system is economical; and 5) students and teacher reaction is favorable. Given this, one can perceive a self-instructional system involving a vendor supplying learning systems, a tutor guiding learners, and a learner who interacts with the vendor's system. (LB)

ED 081 195 EM 011 342
Powledge, Fred
An ACLU Guide to Cable Television.
American Civil Liberties Union, New York, N.Y.
Pub Date Aug 72
Note—48p.
Available from—American Civil Liberties Union, 22 East 40th Street, New York, N.Y. 10016 ($1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Cable Television, Censorship, *Civil Liberties, Costs, Equal Opportunities (Jobs), *Freedom of Speech, *Freedom Organizations, Government Role, *Guides, Intercommunication, Programing (Broadcast), Suburbs, Technology, Telecommunication, Urban Areas
Identifiers—ACLU, *American Civil Liberties Union, CATV, Common Carriers, First Amendment

Proceeding from the hypothesis that cable television (CATV) is one of the most significant developments in modern America, this booklet examines the medium itself and then devotes special attention to the capacity of CATV to serve the First Amendment interest in diversity of expression. The opening section deals with the size and growth of cable, its technical aspects, its potential for producing diversity of programing, dialogue, and two-way communications, and its ability to develop a sense of community and to build bridges between city and suburbs. Following this, the focus is put upon matters of civil liberties, including the status of cable as a common carrier, the regulation of CATV, and system ownership and rates. Also discussed are the questions of censorship and liability, fairness and equal time, privacy, franchising, and employment and advancement practices. (PB)

ED 081 196 EM 011 346
Ball, John Jamison, Dean
Computer-Assisted Instruction for Dispersed Populations: System Cost Models. Technical Report Number 190.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—IMSSS-TR-190
Pub Date 15 Sep 72
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication Satellites, *Computer Assisted Instruction, Cost Effectiveness, *Costs, *Models, *Systems Analysis, *Systems Approach, Technology
Identifiers—*Dispersed Populations

Problems of cost stall substantial implementation of computer-assisted instruction, (CAI) particularly for dispersed populations. This paper examines the problems inherent in providing CAI to scattered groups so that accurate estimates of the costs of different technologies (including satellites) which could deliver CAI to dispersed populations can be made and so that, on the basis of these costs, educators can make decisions about the allocation of their resources. The paper first outlines a CAI system capable of reaching dispersed populations without excessive costs (i.e., the system requires only 110 bits per second communications capability for each student terminal). This makes the service economically feasible. Next, models of several communications alternatives for the system are provided. The results of this modeling constitute approximate minimum cost communication designs for many configurations of population dispersal. Finally, some basic economic trade-offs and implementation alternatives are described which are relevant to educators who must decide whether or not to use CAI for certain student populations. (Author/PB)

ED 081 197 EM 011 350
Horkheimer, Mary Foley, Comp. Diffor, John C., Comp.
Educators Guide to Free Filmstrips. Twenty-Fifth Edition.
Educators Progress Service, Inc., Randolph, Wis.
Pub Date 73
Note—178p.
Available from—Educators Progress Service, Inc., Randolph, Wisconsin 53956 ($8.50)
Document Not Available from EDRS.
Descriptors—Aerospace Education, Agricultural Education, Art, *Audiovisual Aids, Business Education, Communications, Driver Education, Environmental Education, *Films, *Filmstrips, Geography, Guidance, Health Education, History, Industrial Education, Physical Education, *Resource Guides, Safety Education, Sciences,

*Slides, Social Sciences, Transportation, Womens Studies

Slightly more than 500 titles, including 122 new this year, which are available free from 99 sources are listed in this guide to help teachers and librarians select current relevant materials for their students. One hundred and fifty silent filmstrips, 113 sound films, and 243 slide sets are cataloged, covering the following subjects: aerospace education, agriculture, arts and crafts, business education, communications, driver education, environmental education, geography, guidance, health, history, industrial education, physical education, safety, science, social science, transportatin, and women's interests. Each listing gives the title of the work, an annotation on its content, information about its length, date of release, whether it is in color and sound, conditions of availability, if there is an accompanying script or manual, the name and address of the distributor, and whether it is available to Canadian and Australian schools. (PB)

ED 081 198 EM 011 353

Lee, S. Young Pedone, Ronald J.

Financial Statistics of Public Television Licensees: Fiscal Year 1971.

Corporation for Public Broadcasting, Washington, D.C.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—DHEW-Pub-OE-73-11002

Pub Date 73

Note—130p.; Educational Technology Series; See Also EM 011 352 and EM 011 354

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.10 domestic postpaid or $1.75 GPO Bookstore)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Capital Outlay (for Fixed Assets), Costs, *Economic Factors, Financial Support, Graphs, Income, Operating Expenses, *Public Television, Questionnaires, *Statistical Data, *Statistical Surveys, Tables (Data)

Identifiers—American Samoa, Guam, Puerto Rico, United States

Basic financial statistics of public television licensees in the United States, Puerto Rico, Guam, and American Samoa for the 1971 fiscal year are listed. Data are given for 133 licensees which control 207 television stations. Information is compiled which relates to the allocation and disbursement of funds, income, direct operating costs, and capital expenditures. Six graphic figures, 31 summary tables, and 57 detailed tables provide the structural format for the presentation of the material. Added to the report are three appendixes which deal with a survey of public television licensees, questionnaire items, and a list of public television stations on the air during the year, including locations, call letters, and broadcast channels. (PB)

ED 081 199 EM 011 360

Christopher, Lochie B. Harrelson, Orvis A., Eds.

Inside Out; A Guide For Teachers.

National Instructional Television Center, Bloomington, Ind.

Spons Agency—EXXON Corp., New York, N.Y.

Pub Date 73

Note—89p.

Available from—National Instructional Television Center, Box A, Bloomington, Indiana 47401

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Affective Behavior, *Affective Objectives, Communication Skills, Decision Making, Elementary Grades, Grade 3, Grade 4, Grade 5, *Health Education, *Instructional Films, Interpersonal Relationship, *Teaching Guides, Values

Identifiers—*Inside Out

Material is provided to help teachers plan creatively to meet the challenges of affective teaching which are presented by "Inside/Out." "Inside/Out" is a series of thirty 15 minute color films designed to help 3rd, 4th, and 5th graders to achieve and maintain well-being. In a feelings approach to health education, it emphasizes communication skills, learner involvement and interpersonal relations and relies upon student valuing and decision making. For each of the 30 films in the series the guidebook provides the teacher with a brief synopsis of the program, a statement of the film's purpose, lists of important points to consider, and a guide to possible activities to enhance additional learning. Special notes are also included for some of the films when they are deemed appropriate. (For related documents, see ED 070 250 and 251 and EM 011 359.) (PB)

ED 081 200 EM 011 363

Spain, James D.

The Introduction of Biological Mensuration Techniques Through Simulation.

Michigan Technological Univ., Houghton.

Pub Date Jun 73

Note—6p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Biology, *Biology Instruction, *Bionics, *Computer Assisted Instruction, Higher Education, *Measurement Techniques, Program Descriptions, *Simulation

Identifiers—Michigan Technological University, Olivetti Minicomputers, Olivetti P 602 Microcomputer

New simulations for teaching quantitative biological techniques are now used at Michigan Technological University. Traditionally, such techniques work within a particular system and have the student assume certain initial conditions and employ appropriate constants. The computer generates time dependent data which are plotted. The student then repeats the process with changed conditions, observing the changed effect. In the new method, certain initial conditions are established randomly by the computer program and the student generates data to ascertain the unknown quantity, just as if he were measuring on a real system. The procedure is as follows: 1) The computer randomly generates a system parameter which the student must evaluate. The value is stored unrevealed to the student. 2) The computer generates data based upon the unknown constant, student determined input values, and the prepared simulation program. 3) The student uses the data to determine the unknown. 4) Finally, the student compares his derived value with the stored value. This report also provides a detailed simulation example, a procedural flow chart, and a list of other potential training simulation. (PB)

ED 081 201 EM 011 365

George, Edward A., Ed.

Worksheets For Planning Media Facilities.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.

Pub Date 71

Note—39p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Checklists, Educational Facilities, Educational Planning, Educational Specifications, *Facility Guidelines, *Facility Inventory, *Instructional Materials Centers, *Planning (Facilities), Primary Grades, Resource Centers, School Planning, *Worksheets

A set of checklists are provided to assist primary and secondary educators who are planning to build new media facilities or remodel older ones. Separate worksheets are provided for five distinct sections of the media center--the general use area, the circulation area, the administrative area, the large group instruction area, and the individual instruction area--and for a dozen other components of the school. These are: 1) classrooms, 2) the graphics laboratory, 3) the photographic production area, 4) a special use area, 5) the mechanical production area, 6) the language laboratory, 7) the learning laboratory, 8) the planetarium, 9) the dial access retrieval area, 10) the television facility, 11) the special experience laboratory, and 12) the technical repair area. Individual lists of technological facilities and resources are provided for each area, to foster comprehensive planning. A glossary of media terms, a selected bibliography, and instructions for using the worksheets are also included. (LB)

ED 081 202 EM 011 372

Lower, Stephen K.

CHEMEX; Understanding and Solving Problems in Chemistry. A Computer-Assisted Instruction Program for General Chemistry.

Simon Fraser Univ., Burnaby (British Columbia). Dept. of Chemistry.

Pub Date Apr 73

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Chemistry, *Chemistry Instruction, *Computer Assisted Instruction, Higher Education, *Problem Sets, *Problem Solving, Program Descriptions, Review (Reexamination), *Tutorial Programs, Tutoring

Identifiers—Audiotutorial Approach, *CHEMEX, Chemical Calculations, Coursewriter III Version 2, IBM 360 370 Systems

A brief overview of CHEMEX--a problem-solving, tutorial style computer-assisted instructional course--is provided and sample problems are offered. In CHEMEX, students receive problems in advance and attempt to solve them before moving through the computer program, which assists them in overcoming difficulties and serves as a review mechanism. Problems based upon those contained in the booklet "Chemical Calculations: An Audiotutorial Approach" and covering the following topics are currently available in CHEMEX: 1) units and conversion factors, figures, temperature, and density; 2) atomic and molecular weights; 3) chemical equations, stoichiometry, and balancing; 4) simple chemical reactions: ions, acids, oxidation number, properties and oxides, hydroxides, hydrides of the elements; 5) solutions, concentration, dilution, and titration; 6) oxidation-reduction equations; 7) properties of gases; 8) solubility product calculations; and 9) acids, bases, and pH calculations. CHEMEX is written in Coursewriter III, Version 2 and supported on the IBM 360/370 systems. (For related document, see EM 011 373.) (PB)

ED 081 203 EM 011 373

Lower, Stephen K.

Chemical Calculations; An Audiotutorial Approach.

Simon Fraser Univ., Burnaby (British Columbia). Dept. of Chemistry.

Pub Date 73

Note—5p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Audiovisual Aids, Audiovisual Instruction, Calculation, Chemistry, *Chemistry Instruction, Higher Education, *Individualized Instruction, Problem Sets, *Problem Solving, Program Descriptions, Review (Reexamination), *Tape Recordings, *Tutorial Programs, Tutoring

An audiotutorial approach to problem-solving in college chemistry relying upon audio tapes is available. The program is designed to increase the teacher's effectiveness by providing individualized attention to student difficulties related to problem-solving. Problem solutions are recorded on audio tapes (designed for use with Sony TC-160 cassettes or Sony TC-630 reels) and accompanying notes presenting visual and written material are prepared. The following topics are covered: units and conversion factors, weights, equations and stoichiometry, reactions, solutions, gases, equilibrium, solubility product calculations, acids and bases, ionic solutions, energetics, thermodynamics, galvanic cells and electrodes, dynamics, kinetics, nuclear chemistry, and radioactivity. The individual units are arbitrarily arranged but within units there is an ascending order of problem complexity and the units are structured to teach chemistry rather than problem-solving per se. These units are not designed as a priori introductions to problem solutions; students are first expected to do required reading and attempt to solve problems on their own, using the tapes for review and for tutorial assistance on troublesome matters. (For related document, see EM 011 372.) (PB)

ED 081 204 EM 011 375

Muller, M. T. And Others

The Use of On Line Video Projection Techniques in Computer Augmented Lectures.

Texas Univ., Austin. Project C-BE.

Pub Date Feb 73

Note—9p.; Paper presented at the Computer Science Conference (Columbus, Ohio, February 20-22, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Computer Assisted Instruction, Costs, Economic Factors, Higher Education, Interaction, Lecture, Man Machine Systems, *On Line Systems, Program Descriptions, Programing Languages, *Projection Equipment, *Teaching Techniques, *Technical Reports, Time Sharing, Video Equipment

Identifiers—CAL, *Computer Augmented Lectures, University of Texas at Austin

A new technique called computer augmented lectures (CAL) now in use at the University of Texas at Austin is discussed in this report. The technique is described as involving the integration

of on-line interactive time-sharing computer terminals and theater-size video projectors for large screen display, the goal being to promote student learning by supplementing the lecture presentation of fundamental concepts in various fields. The basic idea and history of CAL are reviewed and its pedagogical techniques, technical hardware specifications, programing languages, and economic factors are covered. (Author/PB)

ED 081 205 EM 011 376

Utter, Merlin Wilkinson, John W.

Some Classroom Experiences in the Teaching of Empirical Model Building and Regression Analysis.

Pub Date Jun 73

Note—3p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Calculation, College Mathematics, *Computer Assisted Instruction, Computer Programs, Digital Computers, Higher Education, *Mathematical Models, *Mathematics Instruction, *Multiple Regression Analysis, Program Descriptions, *Statistics, Time Sharing, Undergraduate Study

Identifiers—BMD, CAI, LINREG, RPIREG, STEPREG

The use of the digital computer for the presentation of the topics of empirical model building and regression analysis is discussed. The author concentrates upon a description of computing exercises which are employed to provide the students with experience in model building and evaluation in a controlled situation. The types of exercises given are treated, followed by a discussion of the relative merits and dysfunctional aspects of the time-sharing and batch modes of operation. Details are presented concerning the main programs accessed by the students--the BMD multiple and stepwise regression programs, RPIREG, STEPREG, and LINREG. Finally, there is consideration of the strengths and weakness of the computer-assisted instructional (CAI) approach to these topics. (PB)

ED 081 206 EM 011 378

Hafner, Everett

Computers, Synthesizers, and the Physics of Music.

Pub Date Jun 73

Note—16p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Acoustics, Aesthetic Education, *Computer Assisted Instruction, Computers, Course Descriptions, Electronics, Experiments, Higher Education, Independent Study, *Music, Musical Composition, Music Appreciation, *Music Education, Music Theory, Perception, *Physics, Programing, Undergraduate Study

Identifiers—Computer Based Composition, Hampshire College Amherst Massachusetts, Lissajous Patterns, *Synthesizers

An experimental course for the study of acoustics is taught at Hampshire College for students interested in the interface of physics and music. This paper outlines the course, describes the basic techniques it employs, gives examples of successful exercises, and discusses some difficulties not yet overcome. Computers are heavily utilized, removing the need for mathematics prerequisites and clearing the way for the examination of relatively sophisticated problems. Synthesizers are employed to translate formulae into sounds and to create opportunities for broad experimentation in music theory, perception, and composition. Both techniques open up possibilities for independent study by students interested in programing, recording techniques, analysis of musical instruments, digital and analog electronics, computer-based composition, the aesthetics of Lissajous patterns, and other topics. (Author/PB)

ED 081 207 EM 011 379

Cutler, Stephen J.

Current and Retrospective Student Evaluations of a Computer-Based Research Curriculum in an Introductory Sociology Course.

Oberlin Coll., Ohio.

Pub Date Jun 73

Note—6p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Computer Assisted Instruction, Course Evaluation, *Curriculum Evaluation, Higher Education, *Research Methodology, *Social Sciences, *Sociology, Undergraduate Study

Identifiers—Oberlin College, Principles of Sociology

Two evaluative efforts sought to assess the educational impact of computer applications in the social science curriculum. Questionnaires were administered to groups of students: 1) who either had just finished a section of a Principles of Sociology course at Oberlin College which dealt with computer-based research techniques in the social sciences; or 2) who had taken the section from one to three semesters earlier. The majority of both groups regarded the computer research material positively and felt it should be retained in the course. The skills learned were put to use in this and other courses, and the research curriculum increased the students' understanding of empirical literature. Responses to the questionnaires indicated that the students needed greater exposure to the discipline in order to handle data competently, that such exposure should be coupled with practical experience in empirical research projects, and that ways need to be developed to utilize in upper level courses the skills learned in the introductory course. Nevertheless, the overall conclusion was that the computer-based research curriculum was an important and well-received component of an introductory sociology course. (Author/LB)

ED 081 208 EM 011 380

Bethell, Hal

Education and BBC Local Radio: A Combined Operation.

British Broadcasting Corp., London (England).

Pub Date 8 Nov 72

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, *Educational Radio, Higher Education, *Mass Media, Primary Grades, Program Descriptions, *Programing (Broadcast), Secondary Grades

Identifiers—BBC, British Broadcasting Corporation, *British Broadcasting Corporation Local Radio, Local Educational Panels, School Broadcasting Council for United Kingdom, Teachers Centers

Education has been a significant preoccupation of the British Broadcasting Company's (BBC) Local Radio since its outset in 1967. Several features are noteworthy. First, there is an educator on every station's staff. Five hundred series a year, involving 4000 various programs, are offered, and audiences are large and educational efforts still growing. Second, there is a partnership between education and broadcasting. Teachers work with stations and stations cooperate with teacher training institutions and Teachers' Centers. Third, local programing dominates. The School Broadcasting Council for the United Kingdom vests responsibility for programing in Local Education Panels; local needs are assessed and programs directed at them. Fourth, benefits to the classroom derive from bringing voices from the community to students, by allowing children to express their opinions on familiar topics, and by showing students the outside world. Fifth, adult education is served because students are attracted to programs of which they were previously unaware. All in all, the BBC Local Radio effort helps technology to serve eduation. It is accessible to the public, blurs the distinction between producer and user, and fosters the belief that radio is a facility to be used by the community. (PB)

ED 081 209 EM 011 381

Bethell, Hal Hobbs, David

Educational Output of BBC Local Radio Stations, Spring Term 1973.

British Broadcasting Corp., London (England).

Pub Date Jan 73

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adults, *Directories, *Educational Radio, Elementary School Students, Preschool Children, *Programing (Broadcast), *Radio, Secondary School Students, Teachers

Identifiers—BBC, *British Broadcasting Corporation

Listings of British Broadcasting Corporation (BBC) educational programs for the following six audience groups are presented: 1) adults; 2) secondary school students; 3) primary and infant school pupils; 4) playgroups; 5) children and youth; and 6) teachers. For each group the programs are ordered by the BBC stations over which they are heard. Nearly 200 individual programs on a variety of topics are listed by title, with brief annotations provided describing their content. (PB)

ED 081 210 EM 011 385

Merrill, M. David

Content and Instructional Analysis for Cognitive Transfer Tasks. Working Paper Number 40.

Brigham Young Univ., Provo, Utah. Dept. of Instructional Research and Development.

Pub Date 5 Dec 72

Note—27p.; See Also EM 011 384

Available from—Brigham Young University Press, 209 University Press Building, Provo, Utah 84601 ($1.25)

Journal Cit—AV Communications Review; v21 n1 p109-26 Spr 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Objectives, *Cognitive Objectives, *Content Analysis, Curriculum Development, Educational Strategies, Higher Education, *Instructional Design, Learning Theories, Publications, *Task Analysis, Teaching Procedures, *Transfer of Training

Five assumptions underlie task analysis procedures in instructional development in higher education. These are: 1) content and instructional strategy are independent; 2) most courses involve two types of content--concepts and operations; 3) two levels of abstraction are involved--generalities and instances; 4) four levels of behavior are most common--discriminated recall, classification, rule using, and rule finding; and 5) instructional strategies should focus upon rule using and rule finding, based on mastery models derived from needs and goals. Task analysis consists of content analysis and instructional analysis. Content analysis requires that the analyst: 1) identify and define the concepts in an area; 2) determine and specify the change operations used to relate them; 3) symbolically represent each role; and 4) identify instances for concepts and rules. Instructional analysis should recognize that higher education stresses cognitive transfer behavior and should order content to achieve such behaviors. Four steps are needed: 1) the identification of needs and goals; 2) the specification of a mastery model; 3) the specification of rule using and rule finding situations; and 4) the sequencing of required concepts and operations from the content network. (PB)

ED 081 211 EM 011 388

Brown, James W., Ed.

Educational Media Yearbook 1973.

Pub Date Jul 73

Note—453p.

Available from—R. R. Bowker Order Department, P. O. Box 1807, Ann Arbor, Michigan 48106 ($19.50)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Audiovisual Instruction, Economic Factors, Educational Development, Educational Research, *Educational Technology, *Instructional Media, *Instructional Technology, Manpower Development, Yearbooks

Identifiers—AECT, Association Educational Communication Technology, Great Britain

This collection of articles brings together the historical, statistical, and factual data needed to lend perspective to the attempt to understand the past and foresee the future of educational media. Coinciding with the 50th anniversary of the Association for Educational Communications and Technology, the Yearbook stresses the need for cooperation among media specialists and highlights the need for economic and educational efficiency. Part 1, "Educational Media Developments" discusses the general status of the field while the following section, "Manpower and the Media Professions," covers the training of media specialist. "Research and Development Activities" critiques media-related research. Part 4, "Sales and Business Outlook," studies the economic aspects of the media field and "International Educational Media Developments" deals with media developments in Great Britain. Part 6, "Educational Media--Related Organizations" provides information on some 300 groups which deal with media. The "Director of Foundations and Federal Granting Agencies" annotates about 75 organizations which have supported media

research and development. The final section, "-Multimedia Resources Directory," lists more than 1200 "media about media" useful to higher education courses and in-service professional training. (PB)

ED 081 212 EM 011 389
Klitzke, Dwight Mark Starkey, John
Resource Centers; Some Ideas.
Pub Date 73
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, *Audiovisual Centers, Cataloging, Classroom Furniture, Codification, *Educational Specifications, Elementary Grades, Environmental Criteria, Equipment Evaluation, Equipment Standards, *Guides, *Instructional Materials Centers, Personnel Needs, Personnel Selection, Program Evaluation, *Resource Centers, Secondary Grades, Space Classification, Space Utilization
Teachers, Principals, and other public school personnel interested in establishing learning resource centers are provided with guidelines and a framework within which they can structure their efforts. Professional literature, observation, and experimental trials serve as the sources from which observations are drawn. The advantages of the resource center to students, teachers, and administrators are first listed. Following this, a sketch of the developmental stages involved in the establishment of a center is presented, covering the cataloging of materials, consideration of environmental standards, personnel specifications, and evaluation. Five appendixes describe: 1) card formats and codes, 2) space recommendations, 3) furniture specifications, 4) evaluation of audio visual materials, and 5) criteria for media equipment selection. A short bibliography authenticates sources of information. (Author/PB)

ED 081 213 EM 011 390
Gerbner, George And Others
The Violence Profile Number Five. Trends in Network Television Drama and Viewer Conceptions of Social Reality.
Pennsylvania Univ., Philadelphia. Annenberg School of Communications.
Spons Agency—National Commission on the Causes and Prevention of Violence, Washington, D.C.
Pub Date Jun 73
Note—80p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Commercial Television, Content Analysis, Crime, Females, Males, Minority Groups, *Programing (Broadcast), *Sociocultural Patterns, Surveys, Television, *Television Viewing, *Viewing Time, *Violence
Identifiers—ABC, American Broadcasting Company, CBS, Columbia Broadcasting System, National Broadcasting Company, NBC, Violence Index
The effects of televised dramatic violence are investigated by this report. The study notes that although the composite index of violence is below the 1967-69 levels, 8 of 10 programs contained violence. Violent episodes remained at 5 per program and 8 per hour, but both killing and the number of violent characters dropped. Programs continued from 1971 were more violent than the new 1972 shows. Programs on the National Broadcasting Company and the American Broadcasting Company increased in violence, while those on the Columbia Broadcasting System declined. Males and non-white were the most violent characters, and the ratio of victimization rose, particularly for women and non-whites. Regardless of age, sex, or educational level, significant differences were found between light and heavy viewers regarding the relationship between television viewing and conceptions of social reality which conform to the world of television but contrast with real life. Heavy viewers conceive of social reality as television depicts it, overestimating the prevalence of violence. This indicates television's power to cultivate fear and exaggerated estimates of violent crime. An appendix explains the Violence Index and presents information on measures and indicators used to compile it. (For related document, see ED 059 623.) (PB)

ED 081 214 EM 011 391
Hansen, Duncan N. And Others
Computer Applications Laboratory (Computer-Assisted Instruction Center) Annual Progress Report; 1 January 1972 through 31 December 1972.
Florida State Univ., Tallahassee. Computer Applications Lab.
Pub Date 73
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annual Reports, Biology, Career Education, *Computer Assisted Instruction, Computers, Concept Formation, *Educational Development, *Educational Research, *Educational Technology, Graduate Study, Higher Education, Instructional Materials, *Learning Processes, Models, Multimedia Instruction, Parent Counseling, Personnel Management, Reading Programs, Retarded Children, Social Work, Vocational Development
Identifiers—CAI, CAIC, CAL, *Computer Applications Laboratory, Computer Assisted Instruction Center, Florida, Office of Naval Research, ONR, United States Air Force, USAF
The most recent work of the Computer Applications Laboratory (CAL) is summarized in this report. CAL conducts research in the area in which fundamental learning processes, topical education tasks, and technology intersect, seeks to meet the challenge of societal/educational problems, designs prototype courses using multimedia, computer-controlled devices, develops computer-based learning systems, and carries on graduate training. The first major section of this annual report reviews Office of Naval Research projects on learning strategies, training strategies, and computer system strategies. Part II summarizes Federal and state funded projects dealing with: 1) computer-assisted instruction (CAI) in social work education, 2) parent counseling; 3) instructional models for individualized technical training, 4) Air Force personnel assignment, 5) public service careers, 6) CAI reading programs, 7) needs assessment for mentally retarded children in Florida, and 8) concept acquisition. The third section describes the status of the graduate program, while the final one reviews university sponsored projects in biology, health education, curriculum planning and administration, and physics. (PB)

ED 081 215 EM 011 392
Mullally, Donald P.
Possible Uses of CATV at the University of Illinois, Urbana-Champaign in the Period 1973-1980.
Illinois Univ., Urbana. Coll. of Communications.
Pub Date Jun 73
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cable Television, Closed Circuit Television, Data Processing, Digital Computers, Extension Education, *Higher Education, Instructional Television, Library Services, Medical Services, Physical Facilities, Programing (Broadcast), *State of the Art Reviews, Student Personnel Services
Identifiers—CAI, CATV, CCTV, Department of Radio TV, PLATO Computer Assisted Instruction System, *University of Illinois, University of Illinois Law School, Urbana Champaign Illinois
This survey of the potential applications of cable television (CATV) at the University of Illinois presents brief overviws of 14 possible kinds of services which might be derived from a CATV system. The purpose of the document is to encourage the development of basic planning for a cable system and to provide information useful to the university's administrative policy-makers. Services which seem sufficiently feasible to receive serious consideration include: 1) the distribution of program material from closed circuit television centers to a wider audience; 2) interconnection with the university's PLATO computer-assisted instructional system; 3) data transmission from the digital computer laboratory; 4) administrative data processing; 5) program pickup and broadcasting; 6) teaching functions in the Department of Radio-TV; 7) news and other programs in foreign languages; 8) extension services for off-campus students; 9) physical plant services monitoring; 10) building and equipment security; 11) medical services; 12) interconnections between the Law School and courtrooms; 13) library services; and 14) general student services. (PB)

ED 081 216 EM 011 393
Educational Technology; An AED/INNOTECH Seminar. (Singapore, April 10-13, 1972.)
Southeast Asian Ministers of Education Organization (Singapore). Regional Center for Educational Innovation and Technology.
Report No—INNOTECH-AIS-7
Pub Date 73
Note—99p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Change Agents, Conference Reports, *Developing Nations, *Educational Administration, Educational Change, Educational Innovation, *Educational Technology, *National Programs, Systems Analysis, Systems Approach, Telecommunication
Identifiers—Academy for Educational Development, AED, INNOTECH, Regional Center Educational Innovation Technology, SEAMEO, Singapore, Southeast Asian Ministers Educational Organization, United States
The full texts of the five major papers presented at the Singapore seminar comprise the body of this conference report. The seminar was jointly sponsored by the Academy for Educational Development (AED) and the Southeast Asian Ministers of Education Organization's (SEAMEO) Regional Center for Educational Innovation and Technology (INNOTECH): its purpose was to familiarize educators and educational managers of the SEAMEO countries with a film and handbook produced by AED which was designed to provide administrators with the information they need to make policy decisions on the introduction of educational technology into school systems. Individual papers deal with the following topics: 1) systems and educational technology; 2) new developments in the United States in educational technology; 3) the individual's role as educational innovator and change agent; 4) sub-systems of national educational systems; and 5) the application of educational communications technologies in developing countries. (Author/PB)

ED 081 217 EM 011 394
Project Clear: Selected Educational Projects in SEAMEO Countries.
Southeast Asian Ministers of Education Organization (Singapore). Regional Center for Educational Innovation and Technology.
Report No—INNOTECH-PC-1-7
Pub Date Aug 72
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Developing Nations, *Educational Innovation, Educational Research, *Educational Technology, Information Centers, Information Dissemination, *Instructional Innovation, Professional Continuing Education, Program Descriptions, *Technology
Identifiers—Indonesia, INNOTECH, Malaysia, Philippines, Project Clear, Regional Center Education Innovation Technology, SEAMEO, Singapore, Southeast Asian Ministers Education Organization, Thailand, Vietnam
The Southeast Asian Ministers of Education Organization (SEAMEO) maintains a Regional Center for Educational Innovation and Technology (INNOTECH). INNOTECH's major responsibility is to assist member nations by determining common educational problems and solutions thereto, by offering training to key personnel, and by providing a clearinghouse for information exchange. Although the project which is reported on here is titled Project Clear to indicate its clearinghouse function, it is the result of a training exercise conducted to acquaint various educators with first-hand knowledge of a variety of planning and development projects in the region. Sixteen projects from six countries--Indonesia, Malaysia, Philippines, Singapore, Thailand, and Vietnam--are reported. The purpose of each project is listed, along with an indication of its current status, a full description of its details, and mention of points of interest to other innovators. Topics of the projects cover a wide range, including test development, skill development centers, primary school math and science, educational television, technical education, family planning, and the establishment of a national junior college. (Author/PB)

ED 081 218 EM 011 395
Judson, Arlene
An Individualized Audio-Visual Instructional Program for Primary Grade Students With Reading Problems. Final Report.
North Marion School District 15, Aurora, Oreg.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-2-J-013
Pub Date 30 Jun 73
Contract—OEC-X-72-0012(057)
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, *Audiovisual Instruction, Educational Research, Elementary School Mathematics, Filmstrips, *Grade 3, Independent Reading, *Individualized Reading, Language Arts, Phonotape Recordings, Reading, Reading Achievement, Reading Comprehension, Reading Improvement, *Reading Instruction, Reading Programs, Reading Research, Remedial Reading, *Remedial Reading Programs, Retarded Readers, Spelling, Vocabulary Development
Identifiers—Lorge Thorndike IQ Test, MAT, Metropolitan Achievement Test

Research developed and evaluated an individualized reading program for 21 third graders with reading problems. It sought to improve their reading ability so they could read and understand new vocabulary words with 80% accuracy, read with increased expression and fluency, comprehend new content and, by transfer, to produce improvement in their language arts and math abilities. One hundred and sixty-five lessons were developed, running from the primer to third-grade levels. The students listened to tapes and watched filmstrips which were prepared by teachers and which introduced new vocabulary. Next they heard a story read on tape, following along in their text. Then, new words were reviewed, followed by worksheet activities and a supplementary story on tape. Pupils then read the stories they previously heard onto audio tapes, which were then evaluated by teachers. Final evaluation indicated the objectives were achieved. Post-testing with the Metropolitan Achievement Test and the Lorge-Thorndike I.Q. Test showed an average gain in I.Q. scores of 17.43 points and the following average gains in achievement (expressed in years of gain): Word Knowledge 1.3, Word Discrimination 1.2, Reading Comprehension 1.9, Spelling 1.7, Language 2.9, Arithmetic Computation 1.9, and Arithmetic Problem Solving 1.5. (Author/PB)

ED 081 219 EM 011 396
Stetten, Kenneth J. Volk, John L.
A Study of the Technical and Economic Considerations Attendant on the Home Delivery of Instruction and Other Socially Related Services Via Interactive Cable TV. Volume I: Introduction and Interim Summary. Revision I.
Mitre Corp., McLean, Va.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—M72-200
Pub Date May 73
Note—98p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cable Television, *Computer Assisted Instruction, Economic Factors, Educational Television, *Interaction, *Man Machine Systems, Technical Reports, Technology, *Telecommunication
Identifiers—CATV, Fairfax County Virginia, MITRE Corporation, Reston Virginia, TICCIT, Time Share Interactive Computer Controlled Info

This first of a four-volume series of reports summarizes the results of the MITRE Corporation's five years of technical, economic, and operational studies of interactive television. First reviewed are some major accomplishments such as: 1) the development of a new cable television (CATV) system configuration 2) the application for social services delivery of computer operating system software products; 3) the demonstration of interactive television service and of a two-way broadband link; 4) plans for a home/school instructional program; 5) selection of pilot interactive television services; and 6) recommendation for urban interactive television trial sites. Following this, major sections are devoted to discussions of progress in the technology of interactive television, of the economics of operating an interactive cable system, of operational considerations for interactive television, of demonstrations of interactive television, and of plans for the immediate future. (PB)

ED 081 220 EM 011 397
Zraket, Charles A.
Some Technical, Economic and Applications Considerations of Interactive Television.
Mitre Corp., McLean, Va.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—M-73-40
Pub Date Mar 73
Note—62p.; Paper presented at the Seminar on the Promise of Cable and Satellite Communications
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cable Television, Communications, *Computers, Information Needs, Information Retrieval, Information Storage, Information Systems, Interaction, *Man Machine Systems, *Metropolitan Areas, State of the Art Reviews, *Telecommunication, Urban Areas
Identifiers—Broadband Communications, CATV, Wideband Cable

During the present decade cable television (CATV) systems will be franchised in most metropolitan areas of the nation. Previously, CATV has mainly transmitted over-the-air broadcast signals to small communities, but in the urban setting the capabilities of wideband cable (e.g., 30 channels per cable) can be expanded and applied to new communication needs. First, however, CATV must outgrow its identity as a retransmitter and become the medium for delivering a wide range of broadband communications services. Linked with computers, interactive cable systems can serve social, cultural, civic, education, governmental, business and commercial interests. The utility and importance of interactive CATV systems stem from the following characteristics: 1) they are individualized and respond instantly, privately, and economically to the user's needs; 2) they are computerized, offering search and calculation capabilities otherwise not available; 3) they provide unlimited points of entry and delivery of information, in addition to controlled storage, access, and retrieval; and 4) they are multimedia, encompassing video, audio, graphics, pictures, and alphanumeric text, and offer the potential of a common carrier between people. (Author/PB)

ED 081 221 EM 011 398
Moore, Charles N.
Computer Assisted Laboratory Problems for Teaching Business and Economic Statistics.
Pub Date Jun 73
Note—7p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Business Education, *Computer Assisted Instruction, *Computer Based Laboratories, Computer Programs, Economic Education, Higher Education, *Laboratory Experiments, Program Descriptions, Sampling, *Statistics, *Undergraduate Study
Identifiers—Boyles Law, Charles Law, SPATS, *Statistical Program Assist Teaching Statistics

A computer-based Statistical Program to Assist in Teaching Statistics (SPATS) has been successfully developed to aid the teaching of statistics to undergraduates with business and economics majors. SPATS simplifies the problem of experimentally creating and analyzing a variety of populations and of selecting and analyzing different kinds of random samples, together with individual data and summary statistics. SPATS is also used by students to carry out statistical experiments to prove theorems, similar to experiments used in chemistry to prove Boyle's and Charles' laws. Although experience with this application of computers is limited, results to date indicate that computer assisted statistical experiments will be a major breakthrough in the process of providing students with a real understanding of basic statistical principles and theorems. Research is continuing on the problem of sharpening and testing the tools of SPATS so as to make them more feasible for undergraduate classroom use. (Author/PB)

ED 081 222 EM 011 400
Prinn, Elizabeth, Ed. Henaut, Dorothy Todd, Ed.
Access. Challenge for Change/Societe Nouvelle Number Twelve.
National Film Board of Canada, Montreal (Quebec).
Pub Date 73
Note—36p.
Available from—Challenge for Change/Societe Nouvelle, National Film Board of Canada, P.O. Box 6100, Montreal, 101, Quebec
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), *Feminism, Films, *Individual Power, Periodicals, *Social Change, Video Tape Recordings
Identifiers—*Access, Canada, Challenge for Change, National Film Board, Project En Tant Que Femmes, Project Skyriver, Societe Nouvelle

This issue of Access, the journal issued periodically by Challenge for Change/Societe Nouvelle, contains two groups of articles. The first focuses upon the Skyriver Project, relating how a project was developed which used film and video tape as a means of helping Alaskan communities to assess their own needs and to advocate for themselves the kinds of changes which they themselves saw as desirable. The second collection is devoted to the project En Tant Que Femmes which dealt with feminist related issues as these were perceived by women working for the National Film Board of Canada. (PB)

ED 081 223 EM 011 401
Hultberg, W. Earle Hultberg, Mary Lou
CAI in Music Theory: Paradigms: Potential: Problems.
State Univ. of New York, Potsdam. Coll. at Potsdam. Crane School of Music.
Pub Date Jun 73
Note—4p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, Higher Education, *Independent Study, *Music Education, *Music Theory, Program Descriptions, State of the Art Reviews, Undergraduate Study
Identifiers—2741 Terminals, APL, BASIC, CAI, CLEF, Computer Learning Experience Music Fundamentals, Coursewriter, FORTRAN, Greek Theory, IBM 360/30, State University College at Potsdam New York

Computer-assisted instructional programs have been developed at the State University College at Potsdam, New York, to teach basic concepts of music theory. The Computer-based Learning Experiences in Music Fundamentals (CLEF) project has spawned computer assisted instruction (CAI) programs which use an IBM 360/30 configuration with 2741 terminals and the Coursewriter, BASIC, and APL languages. CLEF is intended for students at all levels of proficiency and provides an opportunity for flexible, self-directed study. These CAI programs in music theory, fundamentals, and Greek theory are collateral to coursework, are usually recommended rather than required, are available to all students, and are organized to permit the student to take what he wants when he desires it. Future developments may permit CAI programs to teach harmonization, voice leading, cadence formulae, and compositional concepts; in addition, scores may be displayed, problem solving will be possible with APL, and electronic music can be studied using a FORTRAN-based program. To maximize CAI contributions, however, it will be necessary to overcome the assumptions that CAI must be programed instruction (which, additionally, is "friendly" to students), and that the computer is going to replace the teacher. (PB)

ED 081 224 EM 011 402
Keller, Mary K.
The Role of a Computer Science Department in the Use of the Computer in Undergraduate Curricula at a Small Liberal Arts College.
Clarke Coll., Dubuque, Iowa.
Pub Date Jun 73
Note—6p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Libraries, Computer Assisted Instruction, *Computer Oriented Programs, Computers, *Computer Science Education, *Curriculum Development, Higher Education, *Interdisciplinary Approach, Networks, State of the Art Reviews, *Undergraduate Study

There are several ways in which the computer science department at the small liberal arts college can contribute to the richness of the institution's undergraduate curriculum. In addition to

providing training for students interested in computer-related careers, the department, by offering courses for non-majors in the field, can broaden the perspective of the student by informing him about the computer, its functions, and its social significance. Another function of the department is to integrate the computer into other disciplines so that these fields may use it for information storage and retrieval, simulation, and computation. Computer-assisted instructional programs and user-oriented program libraries are two other services which the computer science staff can provide. Finally, the department can serve as the focal point around which a critical mass of computer oriented people from other disciplines can meet to develop interdisciplinary programs. To accomplish all this, the small college will most likely have to join a computer network in order to be able to afford the advantages of large machines. (PB)

ED 081 225 EM 011 404

Straus, David A. And Others

Tools for Change; A Basic Course in Problem-Solving.

Interaction Associates, Berkeley, Calif.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Sep 69

Note—104p.; See also EM 011 405 and EM 011 406

Available from—Interaction Associates, Inc., 2637 Rose Street, Berkeley, Ca. 94708 ($3.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Course Descriptions, *Educational Games, Elementary Grades, *Games, Graduate Study, *Problem Solving, Secondary Grades

Identifiers—*Tools for Change

Tools for Change, a new course in problem-solving, consists of a series of units, each dealing with a subject area based on a set of heuristic processes or strategies. It assumes that: 1) there is an identifiable and useful set of heuristic processes in problem-solving;) a language of process will improve communication between problem-solvers; 3) educators can use heuristics to synthesize the curriculum; and 4) games are effective in teaching and learning about heuristics. Each unit of the course deals with a subject area based on a set of heiristic processes and each has three sections. Section 1 identifies strategies, using games as a medium. The second and third sections seek instances in other contexts and apply them in concrete situations. Initially, the course will be taught at the elementary, secondary, and graduate school levels to groups of about 15 students, for two 2-hour periods a week. Qualitative evaluation will be gathered from student feedback, protocol analysis, and observation; quantitative assessment will be deferred until later. A bibliography, glossary of heuristic terms, course outline, and list of games are appended to the report. (PB)

ED 081 226 EM 011 405

Kindred, Lucinda L., Ed.

Tools For Change. Second Edition, Preliminary Version.

Interaction Associates, Berkeley, Calif.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date 71

Note—64p.

Available from—Interaction Associates, Inc., 2637 Rose Street, Berkeley, CA 94708 ($3.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Educational Games, Effective Teaching, Elementary Grades, *Games, Graduate Study, *Problem Solving, Secondary Grades, *Teaching Guides, *Teaching Procedures

Identifiers—Heuristics, *Tools For Change

An introduction for teachers to Tools for Change, a new course in problem-solving, is provided by this sourcebook. The major assumptions and rationale underlying the course are explained and the most significant concepts involved--such as heuristics and problem-solving--are scrutinized. Examples of problems and process-oriented problem-solving are given and serve as an introduction to a discussion of how to teach problem-solving, connect it with other academic subjects, assess student needs, and motivate pupils. The importance of the process approach to the world at large, to teacher education, and to schools in general is briefly examined. A glossary of heuristic terms and a short bibliography are also included. (For related documents, see EM 011 404, 406.) (PB)

ED 081 227 EM 011 406

McEver, Catherine

Strategy Notebook; Tools For Change.

Interaction Associates, Berkeley, Calif.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date 72

Note—108p.; See also EM 011 404 and EM 011 405

Available from—Interaction Associates, Inc., 2637 Rose Street, Berkeley, California 94708 ($2.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Educational Games, Elementary Grades, Games, Higher Education, *Problem Solving, Secondary Grades, Supplementary Textbooks, *Teaching Guides, *Teaching Procedures

Identifiers—Heuristics, Instructional Strategies, *Tools for Change

A detailed analysis of 76 major heuristic strategies or processes is provided in this supplementary text to the course, Tools for Change. Each strategy is conceptualized as a pair of active verbs which represent alternative, although not necessarily opposite, approaches to problem-solving. Some examples are: a) commit-defer; b) record-recall; c) assume-question; and d) expand-reduce. For purposes of this text, the strategies are grouped into the following eight categories: 1) master strategies; 2) strategies for set manipulation; 3) strategies of involvement; 4) strategies for manipulating information; 5) strategies for information retrieval; 6) strategies for dealing with the future; 7) strategies for physical manipulation; and 8) metaheuristics. The powers and limitations of each individual stragegy are discussed and exercises for using them are suggested. (PB)

ED 081 228 EM 011 407

Gormley, Tyrone D.

Video Based Developmental Mathematics Learning System For Community College Students.

Maine Univ., Augusta.

Pub Date 73

Note—10p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Algebra, Arithmetic, *College Mathematics, Community Colleges, Developmental Programs, Higher Education, *Individualized Instruction, Individualized Programs, Instructional Systems, Junior Colleges, Learning Difficulties, *Mathematics Instruction, Program Descriptions, *Remedial Mathematics, *Video Tape Recordings

Identifiers—1 Mth Developmental Mathematics, EAP, Educational Assistance Program, University of Maine at Augusta

The University of Maine at Augusta uses an individualized video-taped mathematics instructional system to eliminate students' math weaknesses before they attempt college math. The course, "1 Mth Developmental Mathematics," is part of the Educational Assistance Program and teaches basic skills and concepts of arithmetic and algebra. The system first administers a diagnostic test in arithmetic which locates the individual's weaknesses and prescribes modules directed at them; students pass through the modules and are post-tested on each. The process is repeated for algebra. Each module consists of a learning packet with: a description of the material to be learned a pre-test with answers, learning objectives and activities to reach them, a video-taped lecture, notes and supplementary materials, and a post-test. Since the tapes are on call, the student can schedule himself, proceed at his own pace, repeat material when necessary, and concentrate on his weakness. Instructors are freed from classroom lectures, and are able to provide individual attention to students. In addition, the learning packets are easily developed and can be made available to other institutions. Due to these advantages, this mode of instruction should be widely adopted. (PB)

ED 081 229 EM 011 408

Lorber, Michael A.

Increased Learning Freedom Via Computers.

Pub Date Jun 73

Note—9p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, Continuous Progress Plan, Higher Education, *Independent Study, Information Retrieval, Information Systems, *Performance Based Teacher Education, Preservice Education, Program Descriptions, *Self Pacing Machines, Teacher Education, Undergraduate Study

Identifiers—Illinois State University, Minicomputers, *Professional Sequences, Program Yielding Rapid Access Major Info Devices, PS, PYRAMID, Surveillance System

Approximately 1800 prospective secondary school teachers at Illinois State University are providing themselves with pre-service education via a self-paced competency-based teacher education program. Called the Professional Sequence (PS), the program replaces courses taught by the lecture method. PS frees students from scheduled classes, eliminates non-essential material, and gives continuous evaluations. The program was developed by selecting the desired competencies and designing self-instructional learning packages consisting of: 1) a proficiency test, 2) a statement of objectives, 3) required and optional learning activities, such as reading, or using tapes or computer-assisted instructional programs, and 4) evaluation. Subject matter is increasingly being prepared for a random-access information retrieval system known as the Program Yielding Rapid Access Major Information Devices (PYRAMID). PYRAMID consists of a series of audio and visual storage and playback systems and a mini-computer control unit. The computerized Surveillance System keeps a master file on each student, recording his completion of learning package activities, evaluating what he has learned, and providing daily and weekly printouts on each individual's progress. Weekly meetings between a student and his advisor allow professors to monitor student progress and provide help as needed. (PB)

ED 081 230 EM 011 409

Day, Jane M.

A Course Which Used Programming to Aid Learning Various Mathematical Concepts.

College of Notre Dame, Belmont, Calif.

Pub Date Jun 73

Note—2p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Algebra, Calculus, *College Mathematics, *Computer Assisted Instruction, Course Descriptions, Creativity, Higher Education, Independent Study, *Mathematical Concepts, *Mathematics Instruction, Problem Solving, *Programing, Self Actualization, Undergraduate Study

Identifiers—BASIC, BASIC Manual, College of Notre Dame Belmont California, IBM 360/67, Introduction to Computing, Notes for BASIC, Stanford Computation Center

A three unit mathematics course entitled Introduction to Computing evaluated the effectiveness of programing as an aid to learning math concepts and to developing student self-reliance. Sixteen students enrolled in the course at the College of Notre Dame in Belmont, California; one terminal was available, connected to the Stanford Computation Center IBM 360/67, and the interactive mode and BASIC were used. Two texts were required--BASIC Manual and Notes for BASIC. Students solved two problems a week in algebra, calculus, or linear algebra for the first eight weeks, providing problem descriptions, flowcharts, program listings, sample outputs, conjectures, and conclusions. In the last half of the course each student completed a major individual project. The teacher lectured on programing concepts and BASIC in the early part of the course and then served mainly as a resource person and consultant for the final 12 weeks of the semester. The course was deemed successful, for the students learned mathematical concepts well, developed creative approaches to independent problem solving, and developed an esprit de corps. An expanded version of the course will be taught to large groups in future years. (PB)

ED 081 231 EM 011 410
Bishop, Robert And Others
Adapting Computer-Assisted-Instruction to the Non-Programmer.
Spons Agency—Michigan Univ., Ann Arbor.
Pub Date Jun 73
Note—16p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Composition (Literary), *Computer Assisted Instruction, *English Instruction, Higher Education, *Journalism, Program Descriptions, Programers, *Programing, *Student Writing Models, Undergraduate Study
Identifiers—CAI, JCAI, *Journalism Computer Assisted Instruction
A means now exists which allows the authors of computer-assisted instructional (CAI) programs to enter new exercises into the computer even if they possess only a minimum of expertise about computers and programing. The routine, called Journalism Computer Assisted Instruction (JCAI), is used for computer analysis of student writing in journalism and English courses. JCAI scans the student's written text for patterns specified by the author. These patterns may be single words, phrases, numbers, or other symbols. Based upon the presence or absence of these patterns and their location, the program comments about the accuracy, style, and other strengths and weaknesses of the student's writing. Preparation of a JCAI program involves three steps: 1) making a list of all key words or patterns and the comments they evoke; 2) writing out in English the conditions for when the comments should appear; and 3) translating the conditions into if-then commands. A detailed example illustrating how JCAI operates is provided. (Author/PB)

ED 081 232 EM 011 419
Frick, Frederick C. Karp, David
Use of the Lincoln Training System (LTS) for Task Simulation in the Support of Performance Laboratory Instruction. Technical Report 506.
Air Force Systems Command, L.G. Hanscom Field, Mass. Electronic Systems Div.; Massachusetts Inst. of Tech., Lexington. Lincoln Lab.
Report No—ESD-TR-73-172
Pub Date 8 Jun 73
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiovisual Aids, *Audiovisual Instruction, Costs, Data Processing, Equipment Evaluation, Feasibility Studies, Information Storage, *Laboratory Procedures, Microfiche, *Simulation, Student Evaluation, *Task Performance
Identifiers—*Lincoln Training System, LTS, SPA, System Performance Assurance
An investigation was carried out to determine the feasibility and relative cost of developing pictorial procedures that could be used in conjunction with the Lincoln Training System (LTS) for task simulation in the support of performance laboratory instruction. Results showed that the technique was economical and effective. The storage and data processing capabilities of the LTS made it possible to monitor and assess the student's performance. It was also possible to record and monitor system performance in the same fashion, and a scheme for "system performance assurance" was developed which capitalized on this capability. (Author/PB)

ED 081 233 EM 011 420
McCann, Patrick H. And Others
A Comparison of Student Option Versus Program Controlled CAI Training.
Naval Personnel and Training Research Lab., San Diego, Calif.
Spons Agency—Office of the Chief of Naval Personnel, Washington, D.C.
Report No—SRR-73-17
Pub Date Apr 73
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Variance, *Branching, Comparative Analysis, *Computer Assisted Instruction, Educational Research, Electronics, Factor Analysis, *Individualized Instruction, *Individualized Programs, Military Personnel, Military Training, *Programed Instruction, Teaching Methods, Technical Education
Identifiers—AC Circuits and Resonance Module, CAI, IBM 1500 Instructional System, Learner Controlled Programs, United States Navy, USN, USN Basic Electricity Electronics School
A research study compared two methods for individualizing computer-assisted instruction (CAI) training and evaluated the effect of providing a lesson narrative before training. A 2x2 factorial design was used with 96 Navy trainees in the Basic Electricity/Electronics School. The two pretraining conditions were: 1) a narrative overview read before each CAI lesson, and 2) a nonnarrative control condition; the two instructional strategies employed as training conditions were: 1) student selection of training, and 2) program control of training. A CAI AC Circuits and Resonance Module with 11 lessons was presented on an IBM 1500 Instructional System. The narrative groups read overviews prior to the CAI lesson and the program control groups were pretested and branched to appropriate lessons while the student selection group chose their own lessons; otherwise, training was identical. No significant differences in post-test performance or training time were found. Students reported favorable attitudes toward self-selection and the pre-training materials; it was recommended that the significance of these factors as motivators in longer programs of study should be investigated. (Author/PB)

ED 081 234 EM 011 421
Zettl, Herbert
Sight, Sound, Motion; Applied Media Aesthetics.
Pub Date Sep 73
Note—401p.
Available from—Wadsworth Publishing Company, Inc., 10 Davis Drive, Belmont, California 94002 ($13.50, Text price; $20.00 trade price)
Document Not Available from EDRS.
Descriptors—*Aesthetic Education, Color, *Communication (Thought Transfer), *Films, Light, Space, *Television, Textbooks, Time, *Visual Literacy
The purpose of this book is to help both communicator and viewer to attain a degree of emotional literacy and sophistication in media aesthetics that will allow both to judge a television program or film with sureness and confidence. Specifically, the book describes the basic aesthetic elements and principles of sight, motion, and sound in film and television and suggests how they might be used for optimally effective communication in five interconnected aesthetic fields: light and color; space--area; glossary and bibliography space--volume; time-motion; and sound. Chapters are fully illustrated, and peripheral information about the subject under discussion is often provided. (SH)

ED 081 235 EM 011 422
Bewley, William L.
The Use of Time-Shared Terminals in a Human-Learning Course.
Lawrence Univ., Appleton, Wis.
Pub Date Jun 73
Note—7p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, Concept Formation, Higher Education, *Laboratory Experiments, *Learning Processes, Memory, Paired Associate Learning, Program Descriptions, *Psychological Studies, Psychology, Simulation, Stimulus Devices, *Time Sharing, Undergraduate Study, Visual Learning
Identifiers—CAI, Lawrence University Appleton Wisconsin, PDP 11 20 Computer, RSTS System
Lawrence University in Wisconsin has developed a means whereby time-shared terminals may be effectively used in a small college. The manner in which the terminals are employed in an introductory psychology course is indicative of their general usefulness. The time-sharing system consists of a PDP-11/20 computer (RSTS system) with 8K of core storage and nine terminals. From 50 to 60 underclassmen can take the course in human learning at one time. The time-sharing system is used primarily in the laboratory portion of the course, performing the functions of 1) generating stimuli, 2) running experiments, and 3) running computer simulations for experiments dealing with visual searching, concept learning, continuous memory, and paired-associate learning. Evaluation shows that students feel the computerized labs are enjoyable and that they learned more because of the simulation models and the combination of data collection and simulation. Due to the absence of a suitable control group it is unknown if students actually learn better in these labs. (PB)

ED 081 236 EM 011 423
Ward, Marjorie E. Cartwright, G. Phillip
Some Contemporary Models for Curriculum Evaluation.
Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.
Pub Date Aug 72
Note—26p.; Paper presented at the Conference on Curriculum Evaluation (Cap-Rouge, Quebec, August 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, Curriculum Design, Curriculum Development, *Curriculum Evaluation, *Formative Evaluation, Instructional Design, Instructional Programs, Literature Reviews, Models, State of the Art Reviews, *Summative Evaluation
Identifiers—CAI, Consequential Evaluation
Two major topics are covered in this paper--the evaluation of instructional programs in general and the evaluation of computer-assisted instructional (CAI) course material during initial preparation. The first half of the paper reviews significant literature relating to instructional program evaluation and distinguishes between formative and summative evaluation. It then describes five models of evaluation, including three which specify procedures for the initial preparation of instructional programs, a fourth which represents a model for summative evaluation by an outsider, and a fifth which depicts several classes and data to be gathered during a comprehensive evaluation. The other major section of the paper deals with matters relating to CAI materials. Literature on the formative and summative evaluation of CAI programs is reviewed, followed by a discussion of consequential evaluation and an overview of some evaluative criteria. A model for CAI course preparation and evaluation is presented and recommendations for the inclusion of formative evaluation as an integral part of curriculum development are made. (Author/PB)

ED 081 237 EM 011 435
Anderson, Vivienne
Summer '72 Youth Film/Media Workshop. Final Report.
New York State Education Dept., Albany. Div. of Humanities and Arts.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No—BR-2-1287
Pub Date Jul 73
Grant—OEG-0-72-5302
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aspiration, Communication (Thought Transfer), *Communication Skills, *Educationally Disadvantaged, Negroes, Program Evaluation, Puerto Ricans, *Self Concept, Summer Workshops, *Video Tape Recordings
Identifiers—South Bronx New York City, *Summer 72 Youth Film Media Workshop
An evaluation of the videotapes produced by the film/media workshop, held in the South Bronx area of New York City in the summer of 1972, was conducted. The workshop sought to broaden the communication skills and improve the self-concepts and aspirations of educationally and emotionally deprived black and Puerto Rican youngsters. Three groups of students were taught to make tapes; two tapes of each group were evaluated by 20 raters on film technique, the communication of useful content, and the generation of new ideas and feelings. The quality of film techniques was rated highest, followed by content value and the communication of ideas. This was regarded as logical since technical skills are learned more readily than the abstract ability of how to convey feelings, ideas, and facts. Inter-film, inter-group and intra-group differences in quality were noted, perhaps due to the individual topics selected. It was concluded that the overall project achieved its basic goals. (PB)

ED 081 238 EM 011 447
Kennedy, Kyran
An Experimental Evaluation of an Audio-Tutorial System.
Spons Agency—Quebec Dept. of Education, Quebec.
Pub Date 8 Aug 72

Note—14p.; Paper presented at the Association for the Development of Instructional Systems Conference (Cap Rouge, Quebec, Canada, August 8, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Elementary School Students, Independent Study, *Information Retrieval, Information Seeking, Instructional Materials, Intermode Differences, Library Skills, *Research Skills, Search Strategies, *Tape Recordings
Identifiers—*Audiotutorial System
As educators become more interested in providing an environment and atmosphere which are conducive to independent learning and study activities, it is increasingly important that students be able to systematically coordinate their research skills in order to effectively use a centralized instructional materials center. To test the effectiveness of an audio-tutorial system designed to provide instruction in information retrieval and selection through actual search problems, 60 students in the 6th grade were divided into two groups; one group used the system, the other did not. The differences between these two groups were assessed. Results showed that those students who had participated in the system had more favorable attitudes toward the library and did better on a subsequent posttest of their library searching skills. (SH)

ED 081 239 EM 011 448
Bray, Mayfield S. Murphy, William T.
Audiovisual Records in the National Archives Relating to World War II. Preliminary Draft.
National Archives and Records Service (GSA), Washington, D.C.
Pub Date 72
Note—61p.; Prepared for the Conference on World War II Research
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Archives, *Audiovisual Aids, *Films, Government Publications, *Guides, Phonotape Recordings, *Photographs, *War
Identifiers—World War II
Among the record holdings of the National Archives and Record Service are audiovisual archives consisting of approximately 60,000 film subjects, 4,500,000 still pictures, and over 14,000 sound recordings. The descriptions of Government records about World War II in this paper are arranged according to organizations of the Government--presidential agencies, executive departments, independent agencies of the executive branch, other governments, and the National Archives Gift Collection. Information is provided about ordering and availability, and then the kinds of audiovisual materials available from each organization are described under audiovisual type. (Author/SH)

ED 081 240 EM 011 449
Bray, Mayfield S. Waffen, Leslie C.
Sound Recordings in the Audiovisual Archives Division of the National Archives. Preliminary Draft.
National Archives and Records Service (GSA), Washington, D.C.
Pub Date 72
Note—30p.; Prepared for the National Archives Conference on the Use of Audiovisual Archives as Original Source Materials (1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Archives, Audiovisual Aids, *Government Publications, *Guides, *Phonotape Recordings
Some 47,000 sound recordings dating from the turn of the century have been collected in the National Archives. These recordings, consisting of recordings of press conferences, panel discussions, interviews, speeches, court and conference proceedings, entertainment programs, and news broadcasts, are listed in this paper by government agency. The recordings available concerning each agency are described, with information about number of items and dates. An index to persons whose voices are known to be recorded in the holdings and an index to program series are appended. (Author/SH)

ED 081 241 EM 011 450
Bray, Mayfield S. Murphy, William T.
Motion Pictures in the Audiovisual Archives Division of the National Archives.
National Archives and Records Service (GSA), Washington, D.C.
Pub Date 72
Note—37p.; Prepared for the National Archives Conference on the Use of Audiovisual Archives as Original Source Materials (1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Archives, Audiovisual Aids, Documentaries, *Films, *Government Publications, *Guides
The National Archives' collection of motion pictures contains over 60,000 reels of edited and unedited films dating from 1894 in the form of outtakes, newsreels, information and training films, feature films, and documentaries. Information about the various films is listed under their appropriate agencies, with dates and number of relevant reels included. An index is also included. (Author/SH)

ED 081 242 EM 011 451
Bray, Mayfield S.
Still Pictures in the Audiovisual Archives Division of the National Archives. Preliminary Draft.
National Archives and Records Service (GSA), Washington, D.C.
Pub Date 72
Note—52p.; Prepared for the National Archives Conference on the Use of Audiovisual Archives as Original Source Materials (1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Archives, *Audiovisual Aids, *Government Publications, *Guides, *Photographs
The National Archives' still picture collection contains over 5 million photographs, some of which date from the 17th century. In addition to documenting activities of 125 Federal agencies, they illustrate the social, economic, cultural, political, and diplomatic history of America from the earliest colonial times to the present and many aspects of life in other parts of the world. The photographs relevant to each government agency are described under that agency, and information is included about record group numbers, ordering, and availability. An index is also included. (Author/SH)

ED 081 243 EM 011 452
Audiovisual Holdings of the Presidential Libraries. Preliminary Draft.
National Archives and Records Service (GSA), Washington, D.C.
Pub Date 72
Note—14p.; Prepared for the National Archives Conference on the Use of Audiovisual Archives as Original Source Materials (1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiovisual Aids, Film Libraries, *Films, Government Publications, *Guides, *Phonotape Recordings, *Photographs, Presidents
The Presidential Libraries are administered by the National Archives and Records Service and contain many audiovisual materials obtained from a variety of sources--television networks, local television stations, federal agencies, radio networks, private citizens, newsreel companies, private businesses, special interest groups, news photo agencies, national magazines, and White House personnel. Information about availability and ordering of these audiovisual materials is provided, and descriptions of the types of materials included in each of the six Presidential Libraries are listed under President by type of material. (Author/SH)

ED 081 244 EM 011 453
Thomas, Joe Doan
Audiovisual Records Relating to Indians in the National Archives. Preliminary Draft.
National Archives and Records Service (GSA), Washington, D.C.
Pub Date 72
Note—19p.; Prepared for the National Archives Conference on Research in the History of Indian-White Relations (1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Archives, Film Libraries, *Films, Government Publications, *Guides, *Phonotape Recordings, *Photographs
Approximately 11,000 still pictures, 300 sound recordings, and 125 reels of motion picture film relating to Indians in the United States are among the holdings of the Audiovisual Archives Division of the National Archives. The materials include Eskimos in Alaska, but not Eskimos in Greenland and Canada or Indians in Canada. The descriptions are grouped by type or record--still pictures, sound recordings, and motion pictures. The entry title for each archival series relating entirely or in part to Indians is given, followed by a description of the Indian-related materials located. (Author/SH)

ED 081 245 EM 011 471
Travers, Robert M. W. And Others
Research and Theory Related to Audiovisual Information Transmission. Revised Edition.
Utah Univ., Salt Lake City. Bureau of Educational Research.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 67
Contract—OEC-3-20-003
Note—292p.; Revised edition of ED 003 625
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Attention, *Audiovisual Aids, Audiovisual Communication, *Audiovisual Instruction, Educational Research, Films, Filmstrips, *Information Dissemination, *Information Theory, Instructional Materials, Instructional Technology, Learning Modalities, *Learning Processes, Learning Theories, Phonograph Records, Phonotape Recordings, Psychological Studies, State of the Art Reviews, Visual Aids
Identifiers—Central Nervous System, Channel Switching
Psychological and physiological concepts about information transmission are reviewed with a view toward uncovering principles useful to the design of audiovisual teaching materials. Audiovisual materials which transmit information via the visual or auditory channels are considered, including sound motion pictures, film strips, and audio recordings. Since the focus is limited to teaching and learning situations involving information transmission, audiovisual devices used to provide aesthetic and affective experiences are excluded. Nine chapters deal with: 1) current conceptions of the role of audiovisual devices in learning; 2) the implications of research on audiovisual devices for the design of learning situations; 3) the relative efficiency of auditory and visual transmissions of information and studies of multi-modality transmission; 4) the mechanics of the transmission of information in the central nervous system; 5) the perceptual system as a single channel system; 6) channel switching; 7) concept learning; 8) attention; and 9) a model for information transmission by means of audiovisual materials. An appendix reviews some major concepts of information theory. (PB)

FL

ED 081 246 FL 003 317
Grupo de Trabajo Para la Preparacion del Proyecto Sobre el Desarrolo de Servicias de Bibliotecas y de Informacion Cientifica y Tecnica (Working Group for the Preparation of the Proposal on the Development of Library Services and Scientific and Technical Information).
Oficina de Educacion Iberoamericana, Madrid (Spain).
Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No—OEI-CP-DEBICYT-3
Pub Date 2 Nov 71
Note—38p.; In Spanish. Working Group met November 15-18, 1971, in Caracas, Venezuela
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, Documentation, Educational Development, Educational Improvement, Educational Legislation, Educational Planning, Information Centers, *Information Services, International Education, Libraries, Library Education, *Library Facilities, *Library Planning, Library Services, National Libraries, Public Libraries, Resources, School Libraries, *Scientific Research, *Technical Reports
Identifiers—Andean Countries, *Andres Bello Agreement
The Office of Iberoamerican Education, an intergovernmental body based on educational and cultural cooperation for the purpose of disseminating information, documentation, advice, and assistance in the field of education, co-sponsors (with UNESCO) the work represented in this study of library and information planning and

facilities in the Andean countries of Latin America; the issue is raised as part of the Andres Bellow Agreement on education. After introductory remarks, the report presents the results of a questionnaire answered by Bolivia, Chile, Colombia, Peru, and Venezuela concerning library education, professional associations, relevant legislation, library structure, planning, organization, and services. The final part presents a strategy for future action. An appendix discusses the UNISIST project, an international system for the dissemination of scientific information. For the discussion of this working paper by the experts from the countries involved, see FL 003 319. (VM)

ED 081 247 FL 003 763
Dundes, Alan
Mother Wit from the Laughing Barrel: Readings in the Interpretation of Afro-American Folklore.
Pub Date 73
Note—673p.
Available from—Prentice-Hall Inc., Englewood Cliffs, New Jersey 07632 ($12.50, cloth; $7.95, paper)
Document Not Available from EDRS.
Descriptors—*African American Studies, African Culture, *Anthologies, Attitudes, *Cultural Background, Cultural Enrichment, Essays, Folk Culture, *Folklore Books, Humor, Music, Negro Culture, Negro Dialects, *Negroes, Negro Literature, Proverbs
This book seeks to raise some of the critical theoretical issues involved in the study of American negro folklore in all its major forms. Along with the presentation of texts, the concern here is for the meaning and significance of the folklore and its interpretations as expressed by a variety of authors. The selections are divided into eight sections. The first concerns attitudes, positive and negative, toward American negro folklore. The second samples the longstanding and ongoing debate about the origins of American folklore. The third section deals with folk speech with special reference to traditional names and slang; the fourth considers in detail many of the most important forms of traditional word play. The fifth section treats custom and belief, while the sixth attempts to examine the area of American negro folksong. The seventh section investigates narrative forms which include folktales, legends, and memorates. The final section is devoted to analyses of traditional humor. (Author)

ED 081 248 FL 003 933
Bibliographie Moderner Fremdsprachenunterricht, 3(1972) Nr. 4 (Bibliography: Modern Foreign Language Instruction, 1972. Volume 3, Number 4).
Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).
Pub Date 72
Note—124p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Abstracts, *Annotated Bibliographies, Audiovisual Aids, Bilingualism, Cultural Education, *Documentation, English (Second Language), Grammar, Information Dissemination, Information Retrieval, *Information Systems, *Language Instruction, Language Laboratories, Linguistics, *Modern Languages, Programed Instruction, Subject Index Terms, Teacher Education, Teaching Methods, Teaching Techniques
This annotated bibliography on the teaching of modern foreign languages was prepared by the West German documentation center dealing with foreign language research. The sections of the bibliography include: (1) an alphabetical listing of items, including full bibliographic citations and subject index terms, (2) abstracts of the items, and (3) a subject index developed from the descriptor terms assigned to each entry in the first section. A list of journals cited, an author index, and a listing of other bibliographies on the topic are included. (DD)

ED 081 249 FL 003 998
Ramsey, S. Robert Unger, J. Marshall
Evidence of a Consonant Shift in 7th Century Japanese.
California Univ., Berkeley. Japanese Linguistics Workshop.
Pub Date Dec 72
Note—18p.; In Papers in Japanese Linguistics, v1 n2 p278-295 Dec 72
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, Chinese, *Consonants, Descriptive Linguistics, Diachronic Linguistics, *Japanese, Morphemes, Morphology (Languages), Phonemes, *Phonemics, *Phonetics, *Phonology, Pronunciation, Sanskrit, Syllables, Tibetan, Vowels
This paper attempts to certify that certain changes in voicing and aspiration, namely the shift from Kan'on to Go'on, occurred during the proto-Japanese period. Based on Middle Chinese data, proto-Korean-Japanese systems, Tibetan transcriptions of Chinese texts, and internal Japanese evidence, the authors date the transition roughly in the 7th century. A bibliography of references is included. (DD)

ED 081 250 FL 004 110
Rubin, Joan
A Few Questions about Standardization and the Teaching of Bahasa Indonesia in Sekolah Dasar (Primary Schools).
Monash Univ., Clayton, Victoria (Australia).
Pub Date 71
Note—16p.; In "Linguistic Communications," 3, 1971. Paper presented at a Ministry of Education Seminar, March 3, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication (Thought Transfer), Comparative Analysis, Educational Problems, *Elementary Schools, *Indonesian, Language Development, Language Instruction, *Language Planning, Language Role, *Language Standardization, Language Styles, Language Usage, Official Languages, Primary Grades, Pronunciation, Sociolinguistics, Standard Spoken Usage, *Teaching Methods, Thought Processes
Two basic issues underlie problems associated with the teaching of Bahasa Indonesia in the Indonesian primary schools. The first involves language standardization and deciding what form of the language will be taught. The criteria of understanding and communication are involved and such features as pronunciation, vocabulary, spelling, punctuation, syllabification, and grammar have varying degrees of importance with respect to these criteria. The second basic issue is the relationship between the national language and the regional language. Should the national language be taught as a first language or as a second language? If the regional language is quite similar to the national language, the differences between the two might be underestimated or ignored: there is a risk that instruction in the national language may be regarded as merely a process of correcting usage in the regional language. (VM)

ED 081 251 FL 004 143
Born, Warren C., Ed.
Papers Presented at the Annual Meeting of the New York State Association of Foreign Language Teachers (54th, 11-13 October 1971).
New York State Association of Foreign Language Teachers.
Pub Date 73
Note—62p.
Available from—Robert J. Ludwig, 1102 Ardsley Road, Schenectady, N.Y. 12308 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Opportunities, Community Colleges, Community Relations, *Conference Reports, Cultural Education, Cultural Pluralism, Educational Accountability, Individualized Instruction, Instructional Materials, *Language Instruction, *Modern Languages, *Speeches, State Foreign Language Supervisors, Supervisor Qualifications
The papers in this collection focus on: (1) individualizing instruction, (2) comparative roles of the foreign language supervisor and the science supervisor, (3) mini-courses, (4) parents and the community, (5) a classical heritage course, (6) use of non-book instructional materials, (7) a total immersion language program, (8) vocational opportunities in foreign languages, (9) Afro-American contributions to the development of cultural pluralism in America, (10) personalizing instruction, (11) accountability, (12) the contributions of minority groups and cultural pluralism, (13) teaching culture, (14) public relations, and (15) foreign languages in the community college. (RL)

ED 081 252 FL 004 149
Kaub, Shirley Jane And Others
Foreign Language: Key to Career Development.
Madison Public Schools, Wis. Dept. of Curriculum Development.
Pub Date 72
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Caricatures, *Cartoons, Instructional Program Divisions, *Language Instruction, *Modern Languages, *Occupational Guidance, Second Language Learning, *Student Motivation, Vocational Development
This illustrated booklet on career opportunities requiring proficiency in a second language is intended primarily for students in elementary and secondary schools. Cartoon figures clarify the statistical information and help the student understand the many and varied kinds of vocational careers available. Teachers will find this a helpful publication when students question the rationale of studying foreign language. (RL)

ED 081 253 FL 004 186
Key, Mary Ritchie
Black English: A Selected Bibliography.
Pub Date [72]
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American English, *Bibliographies, Curriculum, Dialect Studies, *Educational Problems, Folk Culture, Glossaries, Gullah, Language Development, *Language Instruction, *Language Research, Language Role, Language Usage, *Negro Dialects, Nonverbal Communication, Verbal Communication, Vocabulary, Word Lists
This bibliography lists approximately 200 books and articles on the subject of Black English for practical use by students interested in linguistic analysis and by educators. The listing is divided into seven sections: Linguistic Analysis--Linguistics and Culture; Lexicons, Word Lists, Glossaries; Vocabularies; Verbal Art; Nonverbal Communication; Gullah and the History of Black English; Education; and Curriculum. In her introductory remarks, the author describes her rationale for selection of materials; works presenting a negative attitude toward Black English have not been included. (VM)

ED 081 254 FL 004 251
Programs Providing Bilingual Education; Title VII--ESEA (Elementary and Secondary Education Act): Questions and Answers, Participating Schools, Contact Persons.
New York State Education Dept., Albany. Div. of General Education.
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Educational Improvement, Educational Innovation, Educational Objectives, Educational Practice, *Educational Programs, Educational Research, *English, Minority Groups, *Program Descriptions, Puerto Ricans, *Spanish
Identifiers—Elementary and Secondary Education Act Title VII, ESEA Title VII, New York State
This booklet is designed to acquaint the reader with some of the most basic provisions of ESEA, Title VII and to give him some idea how these funds are currently being used in New York State. The first part provides a general survey of ESEA, Title VII; the second is devoted to describing the programs in bilingual education currently being funded by ESEA, Title VII in New York State. (Author/SK)

ED 081 255 FL 004 259
Santos, Percilia
From Brazilian Portuguese to American English: Pronunciation Problems and Drills.
Florida State Univ., Tallahassee. Dept. of Foreign Language Education.
Pub Date Apr 73
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American English, Articulation (Speech), Comparative Analysis, Consonants, Contrastive Linguistics, *English (Second Language), *Learning Difficulties, Learning Processes, Phonology, *Portuguese, *Pronunciation, Pronunciation Instruction, Second Language Learning, *Teaching Methods, Vowels
This paper presents a comparative analysis of the sounds in American English and Brazilian Portuguese in order to focus on the problems that Brazilian students may encounter when learning to speak English. The comparative analysis of the

consonants, vowels, and diphthongs describes how a given sound is pronounced in both languages. Particular problem sounds for the Brazilian student are mentioned and steps for teaching and learning these sounds are indicated. The author maintains that overcoming these difficulties requires knowledge of the organs of speech and of how they operate in both languages; contrasting sounds should be taught together s that students can hear, identify, and produce the sounds. (VM)

ED 081 256 FL 004 263

Bibliographie Moderner Fremdsprachenunterricht, 4(1973) Nr. 1. (Bibliography: Modern Foreign Language Instruction, 1973. Volume 4, Number 1).

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).
Pub Date 73
Note—116p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Abstracts, *Annotated Bibliographies, Audiovisual Aids, Bilingualism, Cultural Education, *Documentation, English (Second Language), Grammar, Information Dissemination, Information Retrieval, *Information Systems, *Language Instruction, Language Laboratories, Linguistics, *Modern Languages, Programed Instruction, Subject Index Terms, Teacher Education, Teaching Methods, Teaching Techniques

This annotated bibliography on the teaching of modern foreign languages was prepared by the West German documentation center deling with foreign language research. The sections of the bibliography include: (1) an alphabetical listing of items, including full bibliographic citations and subject index terms, (2) abstracts of the items, and (3) a subject index developed from the descriptor terms assigned to each entry in the first section. A list of journals cited, an author index, and a listing of other bibliographies on the topic are included. (DD)

ED 081 257 FL 004 292

Dardjowidjojo, Soenjono, Comp.

Cultural-Linguistic Aspects in Asian Language Teaching. Proceedings of the First Annual Meeting of the American Council of Teachers of Uncommonly-Taught Asian Languages.

Hawaii Univ., Honolulu. Southeast Asian Studies Program.
Pub Date 73
Note—100p.
Available from—Professor William Gedney, Dept. of Linguistics, University of Michigan, Ann Arbor, Mich. 48104 ($1.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conference Reports, Cultural Awareness, *Cultural Education, Cultural Traits, Hindi, Indians, Indo European Languages, Indonesian Languages, Javanese, *Language Instruction, *Teaching Methods, Thai, *Uncommonly Taught Languages, Urdu

Problems encountered by teachers of uncommonly-taught Asian languages attempting to teach the culture of the native speakers of the target language are discussed in these articles: (1) "Cultural Context, Linguistic Categories, and Foreign Language Teaching: A Case from Marathi" by Vasant S. Khokle, (2) "The Ethnology of Communication and the Teaching of Languages" by John U. Wolff, (3) "On the Role of Discourse in the Teaching of Thai" by Beatrice T. Oshika, (4) "Honorifics as Linguistic and Cultural Phenomena: A Case in Javanese" by Soenjono Dardjowidjojo, (5) "Integrating Culture in Indonesian Language Teaching: An Inevitability, But How Much?" by David H. de Queljoe, (6) "-Culture in Southeast Asian Language Classes" by Nguyen Dan Liem, (7) "The Aspect of Culture Through the Teaching of Bahasa Indonesia" by David S. Sjafiroeddin, and (8) "Some Cultural and Grammatical Aspects of Gender in Hindi and Urdu" by Carlo Coppola. (RL)

ED 081 258 FL 004 310

Booth, Venita

Guidelines for Implementing Individualized Instruction in Foreign Languages.

Corpus Christi Independent School District, Tex.
Pub Date May 73
Note—68p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Objectives, *Individualized Instruction, Instructional Program Divisions, *Language Instruction, *Language Tests, Learning Activities, *Modern Languages, Second Language Learning, Teaching Guides, Teaching Methods, Testing

This guide is intended for teachers of modern languages planning to individualize their instruction. Materials include suggestions for classroom management, and the role of the teacher and the responsibility of the student for the success of his learning program are defined. A format for creating learning activity packets will assist the teacher who wants to write programs for personalized instruction. Appendixes contain: (1) a rationale, (2) examples of testing, (3) optional activities, (4) charts, and (5) examples of behavioral objectives. A bibliography is included. (RL)

ED 081 259 FL 004 316

Dernorsek, Cheryl

Student Expectations and Reactions to Foreign Language Instruction.

Pub Date 73
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Instructional Improvement, Instructional Program Divisions, *Language Instruction, *Modern Languages, *Questionnaires, *Second Language Learning, *Student Attitudes, Student Motivation

Student attitudes toward foreign language instruction are examined by means of an overview of 12 surveys conducted at high schools and colleges across the U.S. Findings indicate that students who are unsatisfied with their progress in learning a foreign language may have set unrealistic goals for themselves at the outset. Often they feel they are misled about what they will learn and the effort required. Students were also asked why they had enrolled in a foreign language course. Their reactions to teachers, programmed instruction, textbooks, and the language laboratory, are presented. (Author/RL)

ED 081 260 FL 004 318

Paquette, F. Andre Tollinger, Suzanne

A Handbook on Placement in Foreign Languages in Colleges and Universities, Part Three, Final Report.

Modern Language Association of America, New York, N.Y.
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.
Pub Date Jun 68
Contract—OEC-1-6-062619-1876
Note—107p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Articulation (Program), *College Curriculum, Curriculum Planning, Instructional Improvement, *Language Instruction, *Modern Languages, *Program Development, Second Language Learning, Student Attitudes, Student Placement

This handbook is the culmination of an examination of problems encountered in the articulation of foreign language programs from secondary schools to college. The report contains the results of discussions with the chairmen of language departments at the college level and the examining committee, the findings obtained from on-campus interviews, and written responses to direct solicitation for advice. Sections include: (1) introduction: project background and rationale; (2) description of project activities; (3) fifteen case studies: some common assumptions; (4) publications and position papers: a summary of observations and recommendations; (5) a new approach to college language placement; and (6) several appendixes relating to this project. Included among these papers are several selected publications, position papers, and "The Foreign Language Program in Washoe County and the University of Nevada," by C.W.F. Melz. (RL)

ED 081 261 FL 004 329

Nuevas Adquisiciones [y] Resumenes (Recent Acquisitions and Abstracts).

Ministerio de Educacion Nacional, Bogota (Colombia). Centro Nacional de Documentacion e Informacion Pedagogica.
Pub Date 71
Note—27p.; In Spanish
Journal Cit—Informacion Bibliografica Educativa; n2 p41-67 Sep-Dec 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, Books, Documentation, Education, *Educational Facilities, Information Centers, Information Retrieval, Information Science, *Information Sources, *International Education, Library Reference Services, Publications, *Resource Centers, Scholarly Journals, Spanish Speaking

This bibliography lists over 130 publications, books, and articles recently acquired by the Colombian National Center for Documentation and Pedagogical Information concerning a variety of educational topics. The acquisitions are listed alphabetically under subject headings; publications from many countries are included. Several of the entries are annotated. (VM)

ED 081 262 FL 004 357

Scebold, C. Edward

Foreign Language Offerings and Enrollments in Public Secondary Schools, Fall 1970. Final Report.

Modern Language Association of America, New York, N.Y.
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.
Bureau No—BR-1-1012
Pub Date Jun 73
Contract—OEC-0-71-2404-823
Note—185p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Classical Languages, French, German, Greek, Italian, *Language Enrollment, Language Instruction, Latin, *National Surveys, *Public Schools, Russian, School Statistics, School Surveys, *Secondary Schools, *Second Languages, Spanish, State Surveys, Statistical Data, Statistical Surveys, Tables (Data)

This report is based on a questionnaire survey sent in Spring 1971 to all state foreign language supervisors. In those cases where state totals were not available, questionnaires were sent directly to the school districts. An analysis of the compiled figures showed that in Fall 1970, the public secondary schools in the 7-12 range reported a foreign language enrollment of over 4.57 million, comprising 24.8 percent of the total enrollment. The report consists of an introductory summary of results, summary tables, and individual tables by language which present a breakdown of enrollment data by region and state, with comparative data from 1965 and 1968. (Author/DD)

ED 081 263 FL 004 376

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, 1 January - 31 March 1973.

Haskins Labs., New Haven, Conn.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Dental Research (NIH), Bethesda, Md.; Office of Naval Research, Washington, D.C. Information Systems Research.
Report No—SR-33-73
Pub Date Mar 73
Note—269p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Articulation (Speech), Auditory Discrimination, Consonants, Distinctive Features, Language Development, Language Patterns, *Language Research, Linguistics, Memory, Morphology (Languages), *Phonology, *Physiology, Reading Research, *Research Tools, *Speech, Syllables, Vowels

This document contains 21 reports on speech research relating to the following areas: phonology, speech development, speech perception, phonetics, short-term memory of tactile stimuli, reading, linguistic and paralinguistic interchange, computer processing of EMG (electromyographic) signals, pitch determination by adaptive autocorrelation method, physiology and speech, and the evolution of language. A list of related publications and reports is also provided. (DD)

ED 081 264 FL 004 458

Krohn, Robert

How Abstract Is English Vowel Phonology?

Hawaii Univ., Honolulu. Dept. of Linguistics.
Pub Date Jan 73
Note—8p.; In Working Papers in Linguistics, v5 n1 p71-78 Jan 1973 Revised version of a paper presented at the 8th Meeting of the Southeastern Conference on Linguistics, Washington, D.C., October 27, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstraction Levels, *Distinctive Features, *English, Graphemes, Morphemes, Morphology (Languages), Phonemes,

Phonetics, Phonological Units, *Phonology, Physiology, Pronunciation, Structural Analysis, Vocabulary, *Vowels
Identifiers—Chomsky (Noam), Halle (Morris)
This paper addresses itself to the question of whether the high degree of abstractness in Chomsky's and Halle's analysis of English vowels is justified. Secondarily, two related topics are discussed: (1) limitations on the tongue-height features [+low] and [+high] and (2) the role of rule features in phonological rules. Numerous examples of a more simplified representational system are provided, as well as a brief bibliography. (DD)

ED 081 265 FL 004 472
Krohn, Robert
On the Mental Basis and Some Physical Aspects of Tongue-Height Features.
Hawaii Univ., Honolulu. Dept. of Linguistics.
Pub Date Apr 72
Note—10p.; In Working Papers in Linguistics; v4 n2 p65-74 Apr 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Articulation (Speech), Cognitive Processes, Consonants, *Distinctive Features, Generative Grammar, Morphemes, Morphophonemics, *Neurolinguistics, Phonemes, Phonological Units, *Phonology, Physiology, *Pronunciation, Psycholinguistics, Syllables, Vowels
Identifiers—Chomsky (Noam), Halle (Morris)
This paper argues that Chomsky's and Halle's restriction on the features [+high, +low] are too severe; that this restriction is inconsistent with the generative treatment of affricates, laterally-released stops, and prenasalized stops; and that the restriction is inconsistent with the notion that linguistic descriptions are abstract theories about cognitive structures. Research was supported in part by a grant from the Office of Education, U.S. Department of Health, Education, and Welfare to the Pacific and Asian Linguistic Institute (PALI) of the University of Hawaii. A brief bibliography is included. (DD)

ED 081 266 FL 004 476
Krohn, Robert
Underlying Vowels in Modern English.
Hawaii Univ., Honolulu. Dept. of Linguistics.
Pub Date Mar 72
Note—36p.; In Working Papers in Linguistics, v4 n1 p123-158 Jan-Mar 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Speech), Descriptive Linguistics, *Distinctive Features, *English, *Generative Grammar, Morphemes, Morphology (Languages), Morphophonemics, Phonemes, Phonological Units, *Phonology, Physiology, Pronunciation, Structural Analysis, Syllables, Vocabulary, *Vowels
Identifiers—Chomsky (Noam), Halle (Morris)
This paper proposes a set of underlying vowels, alternate to those of Chomsky and Halle, to account for vowel alternations. This phonetic representational system, which is to a degree an extension of Chomsky's and Halle's basic framework, is demonstrated in the Laxing Rule and the Vowel Alternation Rule for all vowel variables. An appendix contains a summary of rules; a bibliography of references is also included. Research was supported by a grant from the Office of Education, Department of Health, Education, and Welfare to PALI (Pacific and Asian Linguistics Institute) of the University of Hawaii. (DD)

ED 081 267 FL 004 488
Rivers, Wilga M.
Speaking in Many Tongues: Essays in Foreign Language Teaching.
Pub Date 72
Note—148p.
Available from—Newbury House Publishers, 68 Middle Road, Rowley, Mass. 01969 ($5.95)
Document Not Available from EDRS.
Descriptors—*Audiolingual Methods, Cognitive Objectives, *Cognitive Processes, Curriculum Development, Language Instruction, Linguistics, *Modern Languages, Psychology, *Second Language Learning, *Teaching Methods
This collection of 10 essays on the nature of second language learning focuses mainly on distinctions between the audiolingual and the cognitive-code theory of learning and also on the interrelationships between psychology, linguistics, and second language learning. A synthesis which cuts across divisions in methodology, caused by superficial stereotyping of the various teaching methodologies, is attempted. Specifically, suggestions are made which facilitate an application of transformational theory, based on Noam Chomsky's writings, to the development of a functional methodology of language instruction. (RL)

ED 081 268 FL 004 494
Savignon, Sandra J., Ed.
Films for French: A Teacher's Guide.
Illinois Univ., Urbana. Visual Aids Service.
Pub Date 73
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, College Language Programs, Cultural Education, *Films, Film Study, Foreign Language Films, *French, Instructional Films, Instructional Materials, *Language Instruction, *Resource Guides, Sound Films
More than 100 films, selected for use in college-level French programs, are evaluated in this teaching guide. Films are listed alphabetically under the following categories: (1) "Beaux-Arts," (2) "La France Contemporaine," (3) "La France et le Nouveau Monde," (4) "Histoire," and (5) "Langue." The index gives an alphabetical list of all the films evaluated, followed by the category in which each is included. Individual entries within each category include the title of the film, distribution, date of production, indication of whether the narration is in English or French, the type of photography (color or black and white), and the length of the film, a description of each film is included. Teachers' comments attempt to point out both cultural significance of the film and linguistic difficulties students might encounter. (RL)

ED 081 269 FL 004 504
Altman, Howard B., Ed.
Individualizing the Foreign Language Classroom: Perspectives for Teachers.
Pub Date 72
Note—164p.
Available from—Newbury House Publishers, 68 Middle Rd., Rowley, Mass. 01969 ($4.95)
Document Not Available from EDRS.
Descriptors—Curriculum Development, Educational Experiments, *Educational Objectives, *Individualized Instruction, Individual Needs, Instructional Program Divisions, *Language Instruction, Modern Languages, *Secondary Schools, Second Language Learning, Student Attitudes, Student Motivation, Student Needs, Student Role, Teacher Attitudes, *Teaching Methods
This anthology of selected articles aims to assist teachers of foreign languages develop effective individualized programs. Introductory remarks underscore the importance of changing teacher attitudes toward their relationship with their students as well as individualizing their instruction. The nature of individualized instruction is examined in the introductory section, followed by another which defines individualization in the light of the goals of foreign language teaching today. The final section offers a series of practical suggestions for implementing an individualized program in the classroom. (RL)

ED 081 270 FL 004 510
Gardner, Robert C. Lambert, Wallace E.
Attitudes and Motivation in Second-Language Learning.
Pub Date 72
Note—316p.
Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Mass. 01969 ($7.95)
Document Not Available from EDRS.
Descriptors—Academic Achievement, Academic Aptitude, English, *French, Instructional Program Divisions, *Learning Theories, Linguistic Competence, Modern Languages, Motivation, Psychological Studies, Secondary Schools, *Second Language Learning, Social Psychology, *Student Attitudes, *Student Motivation
This book summarizes a 12-year research program concerning foreign-language-learning aptitude and factors which influence academic achievement. Attention is centered on the matter of individual differences in skill with foreign languages, concentrating primarily on adolescents attempting to learn French or English. The studies carried out by researchers from McGill University and the University of Western Ontario give rise to a sociopsychological theory of second- or foreign-language learning. In brief, the theory maintains that the successful learner of a second language must be prepared to adopt various aspects of another linguistic and cultural group. Research approaches are summarized and integrated while the separate research reports are appended with extensive supporting data. Students from Louisiana, Maine, Connecticut, and the Philippines were involved in the research. Subject and author indexes are provided. (RL)

ED 081 271 FL 004 547
Bilingual Program in School and Community Relations of Office of Bilingual Education.
New York City Board of Education, Brooklyn, N.Y. Bilingual Resource Center.
Report No—K-3D-S
Pub Date May 73
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bilingual Education, Bilingualism, Community Programs, *Community Relations, English, *Information Dissemination, *Parent School Relationship, Public Schools, *School Community Programs, Schools, Spanish
Identifiers—*New York City
This information dissemination kit presents an introduction to the Bilingual Program in School and Community Relations of the Central Board of Education of the City of New York. Included are a program description, program objectives, duties of the bilingual teacher in school and community relations, and a list of schools involved in the program. (SK)

ED 081 272 FL 004 548
Educacion Bilingue: Una Declaracion del Plan y Accion que Proponen los Regentes de la Universidad del Estado de Nueva York (Bilingual Education: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York.)
New York State Education Dept., Albany.
Pub Date Aug 72
Note—27p.; Spanish edition of ED 069 840
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bilingual Education, Disadvantaged Youth, Educational Change, Educational Needs, Educational Objectives, Educational Opportunities, *Educational Policy, Educational Resources, English (Second Language), Policy Formation, *Spanish Speaking, *State Departments of Education, Urban Education
Identifiers—*New York
The primary goal of the Regents in their bilingual education program is to provide equal educational opportunity for non-English-speaking children through activities capitalizing on their proficiency in their native language and developing competency in English. Two complementary goals are inherent: (1) a vitally needed national resource, the bilingual adult, will be developed and (2) the total learning community--pupils, lay persons, teachers, administrators--will profit from the contribution of bilingual education to promotion of better understanding among people. The Regents direct that such priorities as the following be established: (1) develop individualized teaching strategies and supportive curriculums that reflect the particular needs of the bilingual-bicultural child; (2) reallocate present funds for programs for non-English-speaking pupils in the areas of occupational education, general education, higher education, early childhood education, adult education, drug education, and education of the handicapped; and, (3) require increased use of E.S.E.A. Title I and Urban Education funds for bilingual and English as a second language programs. (Author/JM)

ED 081 273 FL 004 550
Building Bridges to Better Bilingual Education.
New York City Board of Education, Brooklyn, N.Y. Office of Bilingual Education.
Pub Date 73
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Effective Teaching, *English, Minority Groups, *Puerto Ricans, *Spanish, Spanish Speaking, *Teacher Education, Teacher Recruitment, Teachers, Teaching, Teaching Programs, Teaching Skills, Teaching Techniques

Identifiers—*New York City
This information dissemination report presents a brief introduction to the Building Bridges to Better Bilingual Education Program of the Central Board of Education of the City of New York. The primary aim of the program is to promote the linguistic and academic progress of those Title I eligible Spanish-speaking children whose achievement levels are below the grade level of the district and city as a whole. For this purpose it has initiated a teacher-preparation program specifically designed to meet their instructional needs. This training includes courses in the methodology of bilingual instruction, Puerto Rican and Hispanic culture, and language proficiency in English and Spanish. Also included is information on the various components of the program. (SK)

ED 081 274 FL 004 552
Lafayette, Robert C.
Creativity in the Foreign Language Classroom.
Pub Date 30 Mar 73
Note—13p.; Paper presented at the West Virginia Foreign Language Conference, Marshall University, Huntington, West Virginia, March 30, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classroom Environment, *Creative Activities, *Creative Teaching, Creativity, Instructional Innovation, Instructional Program Divisions, *Language Instruction, *Modern Languages, *Teaching Methods
Several definitions of the concept of "creativity" are examined in the introductory remarks of this article concerning foreign language instruction. Selected examples of innovational approaches to "creative" foreign language teaching are presented and underscore the belief that creative instruction resides in the ability of the instructor to produce or bring about an atmosphere where students have unlimited opportunity to create "real" language. The article concludes with a plea to teachers to personalize their instruction and thereby move toward a more creative and meaningful learning situation. (RL)

ED 081 275 FL 004 560
Description of Bilingual Programs Funded by Title I, ESEA.
New York City Board of Education, Brooklyn, N.Y. Bilingual Resource Center.
Report No—K-3D-S
Pub Date May 73
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Chinese, Educational Programs, Elementary School Students, *English, High School Students, Junior High School Students, Kindergarten Children, *Minority Groups, *Program Descriptions, Puerto Ricans, Secondary Education, *Spanish, Spanish Speaking
Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, New York City
This booklet presents a description of 16 bilingual programs funded by Title I, ESEA in New York City. Information includes a description and list of objectives for each program. (SK)

ED 081 276 FL 004 561
Description of Bilingual Programs Funded by Title III, ESEA.
New York City Board of Education, Brooklyn, N.Y. Bilingual Resource Center.
Report No—K-3D-S
Pub Date May 73
Note—4p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Educational Policy, *Educational Programs, *English, Language Planning, Libraries, Minority Groups, Program Content, *Program Descriptions, Program Planning, Puerto Ricans, School Policy, *Spanish
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, New York City
This booklet presents descriptions of 3 bilingual programs funded by Title III, ESEA: The East Harlem Pre-School, the Bilingual Elementary School Program, and the Bilingual Resource Center. Program objectives are included. (SK)

ED 081 277 FL 004 562
Description of Bilingual Programs Funded by Title VII, ESEA.
New York City Board of Education, Brooklyn, N.Y. Bilingual Resource Center.
Report No—K-3D-S
Pub Date May 73
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, *Bilingualism, Chinese, Educational Objectives, Educational Programs, Educational Research, *English, French, Minority Groups, *Program Descriptions, Puerto Ricans, *Spanish, Spanish Speaking
Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, New York City
This pamphlet presents a description of 23 bilingual programs funded by Title VII, ESEA in New York City. Information includes a description and list of objectives for each program and the number of participants when applicable. (SK)

ED 081 278 FL 004 563
Description of Bilingual Programs Funded by the State Urban Education Program: I. Quality Incentive Programs, II. Community Education Centers.
New York City Board of Education, Brooklyn, N.Y. Bilingual Resource Center.
Report No—K-3D-S
Pub Date May 73
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Community Education, Educational Policy, *Educational Programs, Educational Quality, English, Minority Groups, *Program Descriptions, *Puerto Ricans, *Spanish, Spanish Speaking
Identifiers—*New York City, State Urban Education Program
This booklet presents a description of bilingual programs funded by the State Urban Education Program, which include Quality Incentive Programs and Community Education Centers. There are descriptions of 13 separate programs and a list of objectives for each one. Enrollment statistics are included when applicable. (SK)

ED 081 279 FL 004 567
Dobrian, Walter A.
Foreign Languages: The Future Is Conditional.
Pub Date 5 May 73
Note—13p.; Paper presented at the Cornell College Foreign Language Conference, Mt. Vernon, Iowa, May 5, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cocurricular Activities, *College Language Programs, Curriculum Development, *Enrollment Trends, *Language Instruction, *Modern Languages, Relevance (Education), Second Language Learning, *Student Attitudes, Student Motivation, Teacher Attitudes, Travel
Recognition of the enrollment crisis facing foreign language teachers in colleges and universities prompts the author to propose alternatives to the lock-step curriculum still characteristic of many language programs. Individualized instruction is seen as the key to the improvement of student motivation; extra-curricular language activities and trips abroad are also mentioned as possibilities to help stimulate interest in second language learning. (RL)

ED 081 280 FL 004 573
Bilingual ERIC Publications.
New York City Board of Education, Brooklyn, N.Y. Bilingual Resource Center.
Report No—L-14G-S
Pub Date May 73
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Bibliographic Citations, Bibliographies, Biculturalism, *Bilingual Education, *Bilingualism, Book Lists, Documentation, English, *English (Second Language), Minority Groups, Spanish, *Spanish Speaking
The Bilingual Resource Center has begun to acquire on microfiche what it hopes will soon be an extensive collection of educational documents concerning bilingual education. This current bibliography of ERIC-processed documents on bilingual education gives an indication of the amount of resources still to be retrieved for the center and its users. The bibliography is divided into four sections: Introduction, documents of general interest, English as a second language, and Spanish speakers. (SK)

ED 081 281 FL 004 575
Johnson, Lawrence
Dissimilation as a Natural Process in Phonology.
Pub Date [73]
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Auditory Perception, Descriptive Linguistics, *Diachronic Linguistics, *Language Development, Language Universals, *Linguistic Theory, Morphemes, Morphophonemics, Motivation, *Perception, Phonetics, *Phonology, Psycholinguistics
The author proposes that dissimilation, like assimilation, be considered a natural linguistic process, motivated by perceptual (psychological factors, which operates to preserve the distinctiveness of the stem-affix relationship. Defining dissimilation as the process which occurs when twosegments in the same word share the same phonetic features and one of the segments, usually the second of the pair, causes the other to either change one or more of its phonetic features or to be deleted, the author cites several examples of phonetic and morphophonemic dissimilation. In the examples presented, dissimilation is considered a perceptual universal with the function of enhancing the prominence of concatenated morphemes. (VM)

ED 081 282 FL 004 579
Schank, Roger C. Wilks, Yorick
The Goals of Linguistic Theory Revisited.
Stanford Univ., Calif. Dept. of Computer Science.
Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.
Report No—M-AIM-202; STAN-CS-73-368
Pub Date May 73
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algorithms, Computational Linguistics, Computer Programs, Deep Structure, Grammar, Information Processing, Language Research, *Language Usage, *Linguistic Competence, *Linguistic Performance, *Linguistic Theory, Logic, Memory, Prediction, *Semantics, Sentence Structure, Surface Structure, Transformation Generative Grammar, Transformation Theory (Language)
There is a need for a new kind of linguistic theory which, while being concerned with both generation and analysis, must include the roles of memory, non-linguistic knowledge, and inference. The role of logic is diminished according to such a theory because inference has no real logical content. Meaning must be studied with respect to the actual usage of the speaker. Linguistics must encompass a procedure for making explicit the information that is implicit in certain sentences, and it must allow for the possibility of mistakes and mistaken inferences in speech. Linguistic theory must deal with the way humans use language and the facts of language use. (VM)

ED 081 283 FL 004 581
Jaen, Didier T.
En Busca de la Raza Cosmica: Tematica del Ensayo Iberoamericano (In Search of the Cosmic Race: Thematic of The Iberoamerican Attempt).
Pub Date 19 May 73
Note—28p.; Paper presented at the Conference of the Northern California Chapter of the American Association of Teachers of Spanish and Portuguese, Saratoga, Calif., May 19, 1973; In Spanish
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cultural Background, Culture, *Ethnic Groups, Ethnic Origins, Ethnic Status, Ethnic Stereotypes, *Ethnic Studies, Foreign Culture, *Latin American Culture, Mexicans, Minority Groups, Non English Speaking, Race, Religious Cultural Groups, Spanish, *Spanish American Literature, *Spanish Americans
This essay examines the search for an ethnic identity as conducted by three South American writer-philosophers during three distinct historical periods. The author shows how the thinking of Sarmiento, Rodo, and Vasconcelos corresponds to each one's respective period of time and yet transcends the same to arrive at similar conclusions. Included is a list of footnotes. (SK)

ED 081 284 FL 004 594
Kimizuka, Sumako
Preparing "Learning Activity Packets" for Individualized Instruction: "Student Contracts" Approach.
Pub Date 17 Mar 73
Note—6p.; Paper presented at a meeting of the Modern and Classical Language Association of Southern California, March 17, 1973
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum Development, Educational Objectives, *Individualized Instruction, Japanese, *Language Instruction, Learning Activities, *Modern Languages, *Performance Contracts, Performance Specifications, Secondary School Students, *Second Language Learning, Teaching Methods

This paper is concerned with individualizing instruction for advanced students in secondary school language programs. Learning Activity Packets are prescribed as the ideal means of individualizing instruction in such programs. Five aspects of this method of instruction are examined: (1) the nature of individualized instruction, (2) the value of individualized instruction, including student contracts, (3) a description of individualized instruction in a representative high school language Program, (4) developing Learning Activity Packets, and (5) an outline of a sample Learning Activity Packet based on "LAP--Unit One: Modern Impersonal Style of Written Japanese." (RL)

ED 081 285 FL 004 597

Jerman, Max Mirman, Sanford

Structural and Linguistic Variables in Problem Solving.

Pub Date 73

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Analysis of Variance, *Arithmetic, Arithmetic Curriculum, *Curriculum Development, *Educational Experiments, Language Research, Mathematics, Models, Prediction, Predictor Variables, *Problem Solving, Research Methodology, *Statistical Analysis, Tables (Data), Test Construction, Test Selection

This paper reports on an experiment designed to investigate the effect of structural and linguistic variables on level of difficulty in solving arithmetic word problems. Identification of such variables is intended to assist curriculum writers in preparing exercises at a specified level of difficulty for students at various age levels. The study also considers the variables under varying time conditions and seeks to devise a coding system of the linguistic variables that would improve the accuracy of a linear regression model previously used in similar investigations. Details of the theory and methodology of the experiment are provided, and the results are discussed. The significance of the structural and linguistic variables is noted. (VM)

ED 081 286 FL 004 601

Wells, Gordon

Learning to Code Experience through Language: An Approach to the Study of Language Acquisition.

Pub Date 73

Note—31p.; Revised version of a paper given at the London School of Economics, February 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Child Development, Child Language, *Cognitive Ability, *Cognitive Development, Cognitive Processes, Communication (Thought Transfer), Experiments, Interaction, *Language Development, Language Research, Language Universals, Linguistic Theory, Psycholinguistics, Psychology, Research Methodology, *Semantics, Statistical Analysis, Surface Structure, Syntax

"How does a child come to be able to relate his own experience to the formal means of communicating about that experience in the language to which he is exposed?" The author maintains that the innate predispositions that underlie the development of the cognitive ability to organize and structure experience also underlie the acquisition of the structural systems for communicating about this experience, chief among which is language. Applying Piaget's and other psychologists' ideas concerning conceptual schemata and cognitive development, and Halliday's (1970) method for analyzing meaning in language to the taped utterances of seven children, the author notes patterns in the developing use of clause types by the children. The author suggests, having cited parallels between cognitive development and language development, that what is required is a detailed investigation of the strategies that children employ in their attempts to comprehend and convey the meaning intentions that are coded in speech. (VM)

ED 081 287 FL 004 611

Merz, Geri W.

Speech Levels and Tucson Spanish Phonology.

Pub Date 26 Apr 73

Note—14p.; Paper presented at the Linguistic Workshop, Albuquerque, N.M., April 26, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Descriptive Linguistics, Interviews, *Language Research, *Language Styles, Linguistic Theory, Mexican Americans, Phonemes, Phonemics, *Phonology, Research Methodology, *Spanish, Spanish Speaking, Speech, Tables (Data)

Identifiers—Arizona, *Tucson

This paper reports one aspect of the author's research on the phonology of the Spanish spoken in Tucson, Arizona. The specific aspect of the research considered there concerns "levels" of speech. "Levels" refers to the systematic variation in speech form that can be observed in the speech of one individual. The empirical phenomenon that the author uses to establish various levels is rate of speech: slow, medium, fast, and very fast. After describing the research methodology employed, the author presents data on the occurrence of a particular phoneme; the occurrence is seen to vary according to a varying rate of speech. (VM)

ED 081 288 FL 004 621

Danner, G. Richard

The College French Major in the "Now" Generation: Should We Be Teaching Literature?

Pub Date 31 Mar 73

Note—5p.; Paper presented at the Spring Meeting of the Ohio Chapter of the American Association of Teachers of French, Columbus, Ohio, March 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Majors, *French, Language Instruction, *Learning Theories, *Literature, Modern Languages, Second Language Learning, *Student Attitudes, Student Motivation

Several reasons for continuing to emphasize literature as the "humanistic heart" of language instruction are developed in this paper. The arguments proposed are based on the following observations: (1) college teachers of second languages are trained primarily to teach literature; (2) literary study is a significant kind of learning; and (3) literature has traditionally been recognized to have an intrinsic value, and recognition of the need to study literature has been demonstrated by recent surveys of student attitudes concerning the importance of literature. (RL)

ED 081 289 FL 004 632

Bourque, Edward H., Ed.

The FLES Student: A Study. A Report of the 1967 F.L.E.S. Committee of the American Association of Teachers of French.

American Association of Teachers of French.

Pub Date 68

Note—89p.

Available from—Rand McNally & Company, P.O. Box 7600, Chicago, Ill. 60680 ($4.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Admission Criteria, Curriculum Development, Educational Interest, Educational Television, Elementary Schools, *Fles Programs, *Language Instruction, Language Programs, Modern Language Curriculum, *Student Attitudes, Student Evaluation, Student Interests, Student Motivation, *Student Reaction

This volume, one of a continuing series of annual reports which first appeared in 1961, focuses on the effects of early second language training and the reactions of students as they advance through high school language classes and college courses. The report discusses who chooses to enter FLES programs, criteria for admission, student response, student evaluation and tests, surveys for student reactions, success in a program that begins early, and educational television. (RL)

ED 081 290 FL 004 638

Haikalis, Peter D.

Reading Comprehension First in Beginning Russian: Why and One How.

Pub Date Dec 72

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Instruction, *College Language Programs, Course Objectives, Curriculum Development, Educational Objectives, *Language Instruction, *Language Skills, Modern Languages, *Reading Comprehension, Reading Skills, *Russian, Slavic Languages

This article discusses the decision of the Russian Department at the University of California at Riverside to make the development of reading comprehension the primary goal in beginning Russian courses. The changing international situation and the lack of opportunity to use the oral skills acquired in previous audiolingual Russian language programs are seen to be the major reasons for the change in priority of educational objectives. (RL)

ED 081 291 FL 004 677

Bibliographie Moderner Fremdsprachenunterricht, 4(1973) Nr. 2 (Bibliography: Modern Foreign Language Instruction, 1973. Volume 4, Number 2).

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).

Pub Date 73

Note—138p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Abstracts, *Annotated Bibliographies, Audiovisual Aids, Bilingualism, Cultural Education, *Documentation, English (Second Language), Grammar, Information Dissemination, Information Retrieval, *Information Systems, *Language Instruction, Language Laboratories, Linguistics, *Modern Languages, Programed Instruction, Subject Index Terms, Teacher Education, Teaching Methods, Teaching Techniques

This annotated bibliography on the teaching of modern foreign languages was prepared by the West German documentation center dealing with foreign language research, a center similar to the clearinghouses in the Educational Resources Information Center (ERIC). The sections of the bibliography include: (1) an alphabetical listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items; and (3) a subject index developed from the descriptor terms assigned to each entry in the first section. Directions on the use of the bibliography and a list of periodicals, publishers, and institutions are included. Most of the 263 entries appeared in 1972 and 1973. (WB)

ED 081 292 FL 004 680

Smith, Philip D., Ed. And Others

LBRIG Newsletter (Newsletter of the Language by Radio Interest Group), Volume I, Numbers 1-5.

Purdue Univ., Lafayette, Ind. Dept. of Modern Languages.

Pub Date 73

Note—30p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Audiovisual Aids, *Educational Radio, *Language Instruction, Modern Languages, *Newsletters, *Radio, Student Attitudes, *Teaching Methods, Telecommunication

This newsletter is dedicated to the purpose of reaching all people in language teaching, communications, and other fields who maintain an interest in the creative use of radio as a medium for foreign language teaching and learning. The first year's publication of five issues is compiled in this collection. Subjects discussed include guidelines for selecting and purchasing shortwave equipment, where to obtain broadcast directories from domestic and foreign sources, teaching methods, and student attitudes. (RL)

ED 081 293 FL 004 736

Pillet, Roger A., Ed.

F.L.E.S. and the Objectives of the Contemporary Elementary Schools. A Report by the F.L.E.S. Committee of the American Association of Teachers of French.

American Association of Teachers of French.

Pub Date 67

Note—88p.

Available from—Rand McNally & Company, P.O. Box 7600, Chicago, Ill. 60680 ($4.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Curriculum Development, Educational Objectives, Elementary Education, *Elementary School Curriculum, *Fles, Fles Materials, Fles Programs, *Language Instruction, Language Programs, *Modern Language Curriculum, Modern Languages

This volume in a series of annual reports focuses on FLES as an integral part of the elementary school curriculum. The areas investigated in this study include ways in which FLES programs can make significant contributions in helping elementary pupils to develop necessary skills for vocational, social, and economic competence; to gain access to the accumulated and potential knowledge of man; and to develop social values and aesthetic discrimination. The problem of implementation of the objectives of the elementary school in the foreign language program is also discussed. The final chapter concentrates on presenting an overview and organization of the FLES curriculum. (RL)

ED 081 294 FL 004 737

Sparkman, Lee, Ed.

Culture in the FLES Program: A Report by the 1965 FLES Committee of the American Association of Teachers of French.

American Association of Teachers of French.

Pub Date 66

Note—131p.

Available from—Rand McNally & Company, P.O. Box 7600, Chicago, Ill. 60680 ($4.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Cross Cultural Studies, Cultural Awareness, *Cultural Education, Cultural Enrichment, Educational Strategies, Elementary School Curriculum, Elementary Schools, *Fles, *Language Instruction, Modern Language Curriculum, *Modern Languages, Second Language Learning, *Teaching Guides

This Report presents an exploratory preview of the problem of teaching culture at the elementary school level in foreign language programs. Two basic premises underlie this study: (1) the study of foreign languages and cultures is an essential part of the education of today's children, and (2) language and culture are inseparable, that is, to teach a "natural" foreign language, teachers must teach a foreign culture--as it is reflected in the language--and the language itself which is the primary channel of expression of the culture. Chapters include discussion of the rationale for FLES, curriculum, instruction, evaluation, and instructional materials. A list of cultural categories from an outline of cultural materials is appended. (RL)

ED 081 295 FL 004 757

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, 1 April - 30 June 1973.

Haskins Labs., New Haven, Conn.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Dental Research (NIH), Bethesda, Md.; Office of Naval Research, Washington, D.C. Information Systems Research.

Report No—SR-34-73

Pub Date Jun 73

Note—219p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Articulation (Speech), Audition (Physiology), Child Language, Cognitive Processes, Feedback, Information Processing, Intonation, Language Learning Levels, Language Patterns, *Language Research, Memory, Perception, Phonetics, *Phonology, *Physiology, *Research Tools, Socioeconomic Influences, *Speech, Stimulus Devices, Vowels

This document, containing 15 articles and 2 abstracts, is a report on the current status and progress of speech research. The following topics are investigated: phonological fusion, phonetic prerequisites for first-language learning, auditory and phonetic levels of processing, auditory short-term memory in vowel perception, hemispheric specialization for speech perception, oral feedback under anesthesia, laryngeal control in Korean stop production, and intonation in speech. A list of related publications and reports is also included. (DD)

ED 081 296 FL 004 758

Gee, James Paul, Ed. And Others

Stanford Occasional Papers in Linguistics, No. 3. Papers from the Annual California Linguistics Conference (3rd, May 5-6, 1973).

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Jul 73

Note—157p.

Available from—Stanford Occasional Papers #3, Committee on Linguistics, Stanford University, Stanford, Calif. 94305 ($3.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Conference Reports, Distinctive Features, Dutch, German, Idioms, Language Patterns, Language Usage, *Lexicology, *Linguistics, Logic, Morphology (Languages), Mutual Intelligibility, *Phonology, Phrase Structure, *Semantics, Sentence Structure, Speech, *Syntax, Transformation Generative Grammar, Vocabulary

This volume includes 12 of the 24 papers presented at the Third Annual California Linguistics Conference. Selections are drawn from each of the four sessions, covering semantic and lexical structure, phonology, syntax, and language in context. Each of the papers includes a bibliography, as well as diagrams, charts, and appendixes when necessary. (DD)

ED 081 297 FL 004 787

Monroe, James H.

Measuring the Syntactic Development of American Students of French.

Pub Date 30 Mar 73

Note—14p.; Paper presented Florida Chapter Meeting of the American Association of Teachers of French, Jacksonville, Florida, March 30, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*French, *Language Instruction, *Language Research, Language Usage, Morphology (Languages), Student Evaluation, *Syntax, *Tests, Vocabulary Development

The purpose of this study was to develop and test a rewriting instrument in French that would be a valid indicator of the level of syntactic development of American students in French. Vocabulary is limited to those words found in the first level of "Ecouter et Parler;" only the present tense was used in the tests. The theory on which the tests are based is derived from Dr. Kellog Hunt's work in "syntactic maturity" in English tests developed for American school children. Sample tests and results from an experimental evaluation are included. (RL)

ED 081 298 FL 004 798

Sources of Information for Language Teachers in Britain. I: General Information; II: Information for Teachers of German.

Centre for Information on Language Teaching, London (England).

Pub Date May 71

Note—14p.; 2nd revised edition

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Radio, *German, Information Services, *Information Sources, Language and Area Centers, *Language Instruction, Language Teachers, *Modern Languages, Professional Associations, Resource Centers, *Resource Guides, Travel

Identifiers—*Great Britain

This guide is intended for language teachers seeking the names, addresses, and functions of language organizations, associations, and centers in England. Professional associations, advisory centers, educational travel and exchanges, and (4) research councils are listed. The supplementary section is intended for teachers of German. It lists embassies and cultural missions, travel and exchanges, (3) distributors of German films and general information, and (4) German radio. (RL)

ED 081 299 FL 004 813

Taylor, Harvey M.

Developing Student Observational Skills: Using Visual Materials.

Pub Date 23 Nov 73

Note—18p.; Paper presented Japanese Language Teaching Session of the Association of Teachers of Japanese, American Council on the Teaching of Foreign Languages meeting, Boston, Mass., November 23, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cultural Awareness, *Cultural Education, Cultural Enrichment, *Educational Experiments, Foreign Culture, *Media Research, *Modern Languages

Observations from a study which sought to measure both the effect of television viewing on cultural bias and awareness and also the Hawthorne effect upon an experimental group are compiled in this report. (The Hawthorne effect is a measurable improvement normally shown in any group of subjects who know they are taking part in an experiment.) Description of the experimental procedures and student observations are contained in the report. (RL)

HE

ED 081 300 HE 003 625

Hennessy, Bernard C.

Political Internships: Theory, Practice, Evaluation. Penn State Studies, No. 28.

Pennsylvania State Univ., University Park. Administrative Committee on Research.

Pub Date 70

Note—135p.

Available from—Penn State Studies, 207 Main Street, University Park, Pa. 16802 ($2.50)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Activism, *Clinical Experience, Educational Programs, Educational Theories, *Field Experience Programs, *Internship Programs, Political Affiliation, *Political Attitudes, *Politics

This document reviews the status of political internships. Emphasis is placed on what they entail, when and where they operate, and the process of internships. Additional concern is placed on where they are and what they are doing; interns and non-interns-a comparison of two groups of political activists, 1961-1966; interns and non-interns-a comparison of two groups of political activists, Oregon, 1965; graduate and faculty internships, and notes toward a theory of internships. (MJM)

ED 081 301 HE 003 707

Goldstein, Rhoda L. And Others

The Status of Black Studies Programs at American Colleges and Universities.

Pub Date Aug 72

Note—58p.; Paper presented at the 67th Annual Meeting of the American Sociological Association, August 29, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*African American Studies, *Ethnic Studies, *Higher Education, *Negro Literature, Program Descriptions, Research Projects, *Student Participation

The status of Black Studies programs at four-year colleges and universities in the U.S. was surveyed by mail questionnaire in October 1970. Information for the years 1969-71 was received from 64% of the relevant institutions. It included such data as: year of origin of the programs, extent of course offerings, organization of Black Studies within the colleges, and the degree of student involvement in their establishment. Presentation of the data is preceded by a critical survey of Black Studies literature. It is followed by a broad ranging commentary on issues involved in the development of the discipline as seen from a Black Studies perspective. (Author)

ED 081 302 HE 004 113

Buncombe, Marie H.

Black Students on White Campuses: Damaged Goods.

Toledo Univ., Ohio. Center for the Study of Higher Education.

Pub Date Jan 73

Note—4p.

Journal Cit—Critique; v4 n4 Jan 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Higher Education, Minority Groups, *Negro Achievement, Negro Colleges, *Negro Education, *Negroes, *Negro Students, Racism

In any number of ways, white colleges and universities stunt the development of black students on their campuses. Curriculum designed by and for the various white ethnic cultures very seldom prepares black students to handle issues and to relate effectively to members of the black community. Methods, textbooks, and materials are still overwhelmingly "white" in spite of studies in black heritage. Black students on white campuses also face the difficulty of being evaluated fairly for their work. Standards of grading are either lowered or raised to the detriment of the black students. White institutions have made little attempt to provide an adequate program for transition and adjustment into the white university world for black students. Counseling services neither understand nor are sensitive to the needs of blacks on campus. Black students should be

apprised of the situation at white colleges as it really is, and decide which institution is best for them--a black institution that may be having survival problems, or a white institution where blacks must undertake the responsibility of evolving the institution into a multiracial, pluralistic academic community. (Author/PG)

ED 081 303 HE 004 363

Dioniosopoulos, P. Allan

The Rights of Nontenured Faculty: The New Constitutional Doctrine of "Perry v. Sindermann" and "Board of Regents v. Roth."

Northern Illinois Univ., De Kalb. Center for Governmental Studies.

Pub Date 72

Note—65p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Faculty, Educational Policy, *Higher Education, Job Tenure, *Legal Problems, School Policy, Status, Teacher Employment, *Teacher Welfare, *Tenure

This document reviews the rights of nontenured faculty using the cases of "Perry v. Sindermann" and "Board of Regents v. Roth" as examples. Following background material and dimensions of the problems, it is suggested that a redefinition of principles that should operate and an identification of procedural safeguards that should be available is the American Association of University Professors' statement on procedural standards regarding the renewal or nonrenewal of faculty appointments. The appendix reports the A.A.U.P. statement on standards. (MJM)

ED 081 304 HE 004 364

Hamilton, I. Bruce

Graduate School Programs for Minority/Disadvantaged Students.

Educational Testing Service, Princeton, N.J.

Spons Agency—Council of Graduate Schools in the U.S., Washington, D.C.; Graduate Record Examinations Board, Princeton, N.J.

Pub Date 73

Note—110p.; Report of an Initial Survey

Available from—Educational Testing Service, Princeton, N.J. (free)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Educational Administration, *Educational Programs, *Graduate Students, *Graduate Study, *Higher Education, *Minority Groups, Surveys

This survey was conducted to obtain specific information about procedures and programs developed for minority and/or disadvantaged students by graduate schools. The purpose of the survey is fourfold: (1) to provide a current detailed description of the status of special programs or activities for minority and/or disadvantaged students by total group and by several subcategories of institution; (2) to gain insight into the administration of such programs, the cost involved, the level at which effective action can best take place, and the extent to which such programs have been effective; (3) to identify plans for further activity in this area; and (4) to identify particularly distinctive programs for possible further exploration as models for other institutions to emulate. The survey instrument was a questionnaire sent to a sample group of 302 institutions offering graduate degrees. From the data provided, 153 responses could be calculated. Results include: (1) between 80 and 110 of the institutions have specifically designed policies or procedures aimed at meeting the needs of minority/disadvantaged students at the graduate level; (2) most activities for minority/disadvantaged students have taken place at the undergraduate level; and (3) there is little coordination between departments and graduate admissions to attract minority/disadvantaged students. Appropriate appendices are included. (Author/PG)

ED 081 305 HE 004 400

The Health Policy Elective Course. Final Report.

Institute for the Study of Health and Society, Washington, D.C.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Report No—NIH-72-4019

Pub Date 30 Jun 73

Note—165p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Community Health Services, *Course Descriptions, Courses, Decision Making, *Elective Subjects, Health Education, *Health Occupations Education, *Health Services, *Higher Education, Interdisciplinary Approach

This document describes the background and design of a multidisciplinary health policy elective course. The course is designed to study alternatives for decisionmaking in health policy, and to understand how changes can be made in the delivery of health care. Following introductory material, the course syllabus, bibliography, faculty, preceptorships, students, student projects, and evaluation procedures are described. The Health Policy Elective Course was conducted twice and (1) established a pattern of health community participation and speaker participation in the courses using them as resource persons, (2) presented an opportunity for students to work together, (3) increased student understanding of policies and policymakers, (4) created a large corps of people who believe in a health policy course, and (5) created a good deal of interest in developing this type of program at other schools. (MJM)

ED 081 306 HE 004 408

Burt, Samuel M.

An Overview of the Dilemma of the College Undergraduate Transfer Student: Implications for National Policy Relating to Higher Education.

Federal Interagency Committee on Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 72

Note—170p.; For use by the FICE Task Force on Transfer of Credits in Higher Education

EDRS Price MF-$0.65 HC-$6.58

Descriptors—College Students, Credits, Educational Mobility, Experimental Programs, Higher Education, Relocation, *Student Mobility, Students, Transfer Programs, *Transfer Students

This document focuses on the problems of transferring credit facing undergraduate transfer students. Following introductory material, chapter 2 discusses the major dimensions of the dilemma. Chapter 3 covers articulation between junior and senior institutions of higher education. Chapter 4 reviews nontraditional study and external degree programs. Armed services personnel and prison inmates as college transfer students are studied in chapter 5 and 6. Chapter 7 reviews current studies by national educational organizations. Major findings indicate the ratio of new transfer students to freshmen has risen from 7.5% in 1963 to 8.1% in 1968. More mature and more nontraditional students will be seeking college degrees, many of them with previous college courses or life experiences creditable toward a degree. (MJM)

ED 081 307 HE 004 409

Lingren, Herbert G. Eyre, R. John

Beyond the Twelfth Grade: An Analysis of Post-Graduation Plans of High School Seniors in Idaho in 1971.

Idaho State Univ., Pocatello. Government Research Inst.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Academic Facilities.

Pub Date May 72

Note—77p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Choice, College Admission, College Choice, *Higher Education, *High School Graduates, *Post High School Guidance, *Student Placement, *Students, Surveys

This report describes and analyzes the results of the first part of a two-phased study concerning the post graduation plans of seniors enrolled in Idaho secondary schools in 1971. Although it contains general information about all seniors who participated in the survey, the report focuses upon the plans of those seniors who expressed in intention to enroll in a college or university following graduation from high school. It analyzes the preferences of seniors for institutions of higher education in Idaho and out-of-state; it identifies reasons given for the selection of a particular institution; and it indicates that curriculum preferences of college bound seniors. (Author)

ED 081 308 HE 004 414

Lankford, Francis G., Jr. Taylor, Alton L.

College and University Student Migration: The Case of Virginia.

Virginia Univ., Charlottesville. Inst of Government.

Pub Date 15 Jan 71

Note—4p.

Journal Cit—University of Virginia Newsletter; v47 n5 p17-20 Jan 15 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Enrollment, Enrollment Trends, *Higher Education, *Migration Patterns, Mobility, Relocation, *Statistical Data, *Student Mobility, *Students

Identifiers—*Virginia

The migration patterns of college and university students in Virginia are described in relation to other states, public and private institutions, male and female students, student educational level, the migration deficit, and future migration patterns. Based on 1968 statistics the out-migration of Virginia students exceeds the in-migration of out-of-state students. The total migration deficit of 1968 is 14,770 students. The future migration pattern is seen in relation to the recent educational developments. (MJM)

ED 081 309 HE 004 415

Cole, Nancy S. Hanson, Gary R.

Racial-Ethnic Bias in Selective College Admissions.

Pub Date 73

Note—20p.; Paper presented at American Educational Research Association Annual Meeting (New Orleans, Louisiana, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Admission (School), *Admission Criteria, Bias, College Admission, *Competitive Selection, Higher Education, *Minority Groups, Negro Students, *Personnel Selection

The most commonly-used procedure in selective college admissions involves selecting students on the basis of predicted college grades computed from the regression of college grades on test scores and high school grades. Minority students have usually fared poorly in the selective admissions process and, consequently, the possibility of bias in selective admission procedures is apparent. The authors examine the six different ideas of bias in selection, analyze data from racial-ethnic minority students and majority students from 35 colleges, and discuss the implications of their study. The results indicate that models of bias with theoretical differences yield practical differences when applied to selective college admissions. The different value judgments the models enforce is of great importance to those implementing selection procedure since the choice of procedure in most cases dramatically affects the judgments of fairness or bias. College admissions personnel should give consideration to the relation of selection procedures to the values and goals of their colleges. (Author/PG)

ED 081 310 HE 004 416

A Study of the Education Professions Development Act Training Programs for Higher Education Personnel. Executive Summary of Findings and Recommendations. Final Report.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date 25 Feb 73

Contract—OEC-0-71-3712

Note—6p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Finance, Educational Needs, *Educational Programs, *Federal Legislation, Government Role, *Higher Education, *Institutes (Training Programs), Manpower Development, *Training Objectives

This document reports the executive summary of findings and recommendations of a study of the Education Professions Development Act (EPDA) Training Programs for higher education personnel. Findings indicate (1) the need for substantial training in American higher education, (2) the training demand is pervasive, (3) the demand for training is fairly uniform in the sampled population of higher education professionals, (4) some kinds of training, including some nontraditional kinds, are more in demand than others, (5) professionals in different roles need different kinds of training, (6) college presidents report practically no overstaffing in any professional

category, (7) presidents perceive that money is the limiting factor in staffing, (8) presidents prefer to fill needs by hiring, rather than by reassigning or retraining, (9) EPDA-funded fellowship programs are influencing the career decisions of their participants, and (10) avoidable data on EPDA programs are inadequate for the evaluation. Recommendations suggest: (1) that EPDA continue to support institute programs to provide training, (2) that the Office of Education consider fellowship aid upon actual subsequent employment in relevant roles in higher education, (3) that EPDA program offices gather and process evaluative data in a more effective and economical manner than in the past, and (4) that the Office of Education expand its existing program of manpower-projection modeling. (MJM)

ED 081 311 HE 004 424

Optometric Education: A Summary Report. National Study of Optometric Education.

National Commission on Accrediting, Washington, D.C.

Pub Date Mar 73

Note—82p.

Available from—National Commission on Accrediting, One Dupont Circle, Washington, D.C. 20036 ($2.00 postpaid, quantity discounts)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Finance, Educational Objectives, *Health Personnel, Higher Education, *Medical Education, Medical Students, *Medicine, *Optometrists, *Vision

This document is a lengthy summary of the Report of the National Study of Optometric Education. Contents include: introductory material; evolution of optometric training; vision care; institutions providing optometric education and their objectives; the scope of optometry; educational implications of contemporary developments in optometric practices; manpower in optometry; faculty, curricula and libraries of colleges of optometry; students of optometry; vision research and optometric education; and financing optometric education. Recommendations concern cooperation with other professions, manpower in optomery, curriculum in optometry, faculty in schools of optometry, students of optometry, and financing optometric education. (MJM)

ED 081 312 HE 004 425

[Study of Faculty Women at the University of Denver.]

American Association of Univ. Professors, Denver, Colo.

Pub Date 6 Apr 70

Note—10p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Equal Opportunities (Jobs), Females, *Feminism, *Higher Education, Questionnaires, *Salaries, Salary Differentials, *Status, *Teacher Welfare, Women Professors, Women Teachers, *Working Women

The status of faculty women at the University of Denver is reviewed in relation to rank and salary. Inequities in the areas of work and salary based on sex are apparent. Statistical data indicate 7.9% of the professor rank, 14.4% of the associate professor, 17.9% at the assistant professor rank, and 74% of the instructor rank are women. Women constitute 24% of the total faculty and are grouped disproportionately at the lowest rank. Questionnaire data provided by 60% of the women faculty indicated salary inequities. Salary information at the University of Denver is not accessible to faculty associations, thus, it is suggested that the inequities are possibly more critical than indicated by questionnaire responses. (MJM)

ED 081 313 HE 004 441

Individual Physician Profile. Final Report.

Wisconsin Univ., Madison. Dept. of Postgraduate Medical Education.

Spons Agency—National Institutes of Health (D-HEW), Bethesda, Md. Bureau of Health Manpower Education.

Report No—NIH-70-4008; NIH-70-4030

Pub Date [71]

Note—146p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Educational Programs, *Higher Education, *Individualized Programs, *Medical Education, Medical Evaluation, Medicine, *Physicians, Professional Education, Statistical Data

This document reports the procedures and data of a study designed to examine the hypotheses that medical practices do vary significantly. Detailed data on 76 participants were collected; three mechanisms were developed to determine the needs of primary care physicians. These mechanism were: subjective analysis by both participants and study staff, survey of participants and retesting of some participants to determine if their scores improved between the beginning and end of the study. Results indicated: (1) while there were similarities among individual physician's practices, they do vary substantially in terms of identifying individual educational needs, (2) it is possible to identify individual educational needs for medical specialists, (3) it is possible to identify individual educational needs for family-practitioners, (4) individual educational needs do vary, and (5) it is possible to design personal educational programs for physicians based on the health care they are called to deliver. (MJM)

ED 081 314 HE 004 445

Chickering, Arthur And Others

Empire State College Learning Contracts. Report of the President's Advisory Committee on Academic Quality.

State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date 73

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Contracts, *Educational Administration, Experimental Programs, *External Degree Programs, *Higher Education, *Performance Contracts, Program Descriptions, Undergraduate Study, Universities, *University Extension

Identifiers—*Empire State College

This document focuses on improving the writing and execution of learning contracts at Empire State College. Emphasis is placed on student purposes and background, organization of learning contracts, continuity and incrementability, diversity and variety, unity and intensiveness, compatibility with the discipline, time requirements, bibliography and other learning materials, mentor role, evaluation, and self-inquiry. (MJM)

ED 081 315 HE 004 446

Chickering, Arthur W.

Program of Study Policies and Procedures.

State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date May 73

Note—6p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Degree Requirements, Degrees (Titles), Educational Administration, Educational Programs, *Experimental Programs, External Degree Programs, *Higher Education, *Program Descriptions, Undergraduate Study, *Universities, *University Extension

Identifiers—*Empire State College

This document describes the overall organization of study areas and learning activities to be undertaken for completion of an Empire State College degree. When formulated and officially approved it becomes the framework within which particular contracts are designed. The framework is divided into five sections: application, timing, assistance, approval, and review. (MJM)

ED 081 316 HE 004 451

Report of Committee "Z" on the Economic Status of the Profession, 1972-73.

American Association of Univ. Professors, Akron, Ohio.

Pub Date Jan 73

Note—16p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Finance, Faculty, *Higher Education, *Personnel Policy, Salaries, *Salary Differentials, Sex Discrimination, *Teacher Salaries, Teacher Welfare, Wages, Women Teachers

This report represents the results of a salary study of the full-time faculty members listed in the Board of Trustees' minutes at the University of Akron. Tentative conclusions suggest: (1) While changes in salaries at the University of Akron over the last several years have generally kept pace with changes in the cost of living, the more recent pattern is a drop in the real value of those salaries. (2) On a rank-by-rank or an overall basis, average salaries at Akron University compare quite favorably with other Ohio institutions. (3) These data do not appear to indicate the existence of a University policy to eliminate unjustifiable differences between male and female salaries. The appendix presents a listing, by college, department, and rank of all salaries of the faculty. (MJM)

ED 081 317 HE 004 454

Faricy, William H.

Departments: Problems and Alternatives.

Michigan State Univ., East Lansing. Office of Institutional Research.

Pub Date Feb 73

Note—15p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Organization, Departments, Educational Administration, *Governance, *Higher Education, *Institutional Administration, Organizational Development, *Policy Formation, Resource Allocations, School Organization

This paper deals with the existing inter- and intra-departmental phenomena. Current practices of forming departments and aggregating departments into colleges are investigated and are shown to have inherent difficulties which inhibit the performance of a university. These difficulties are illustrated with empirical data from a representative set of 42 major institutions with responses from faculty, administration, legislators, and board members. Two major types of alternatives are presented to the typical departmental organization: (1) replacing departments with functional organizations, and (2) adding other structures to the typical college that combine departments in terms of variables such as their resource utilization, staffing patterns, instructional, missions, etc. (Author)

ED 081 318 HE 004 458

Yeager, John L. Davis, Diane J.

The Development of an Instructional Delivery System for External Studies in Higher Education.

Pittsburgh Univ., Pa. School of General Studies.

Pub Date 73

Note—15p.; Paper presented at the American Educational Research Association annual meeting (New Orleans, Louisiana, February, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Programs, *Extension Education, *External Degree Programs, *Higher Education, Instructional Programs, *Instructional Systems, *University Extension

Identifiers—*University of Pittsburgh

Recognition of that segment of the population to whom higher education is inaccessible is leading many universities to consider the potential of initiating non-resident study programs. The characteristics of the delivery system implemented to transmit the instruction are of primary consideration in the design of such programs, since these characteristics interact in delimiting student population, instructional methods, and program goals. This paper investigates the feasibility of various kinds of instructional delivery systems, with specific reference to the effectiveness of four different systems currently being pilot-tested at the University of Pittsburgh. (Author)

ED 081 319 HE 004 460

Hearing Before the Subcommittee on Education of the Committee on Labor and Public Welfare United States Senate, Ninety-Third Congress. First Session on Federal Student Assistance Programs, February 22, 1973.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 73

Note—86p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Finance, Educational Legislation, *Federal Programs, *Financial Needs, *Financial Support, *Higher Education

Identifiers—*Basic Educational Opportunity Grants

The hearings before the subcommittee on education of the Committee on Labor and Public Welfare, U.S. Senate on Federal Student Assistance Programs are reported with statements by various witnesses. Additional material includes articles concerning comparative information on family income for educational needs and an anal-

ysis of the Basic Educational Opportunity Grant contribution formula. Communications to the chairman from various concerned parties and tables of the comparative treatment of social security benefits and of the Basic Educational Opportunity Grant program are presented. (MJM)

ED 081 320 HE 004 462

Moy, James Y. K. Hales, Loyde W.

Management Styles and Leadership Behavior Within a Residence Life Program.

Pub Date 73

Note—11p.; Paper presented at the American Educational Research Association annual meeting (New Orleans, Louisiana, February 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior, *Higher Education, Leadership, Leadership Qualities, *Leadership Styles, Research, *Research Projects, *Resident Assistants, *Staff Role, Staff Utilization

The purpose of this study was to investigate the leadership behavior of Residence Life staff members, the management styles of the organization and their relationship to each other. Staff members and students within the Residence Life Program at Ohio University comprised the sample used. Staff perceptions on the Profile on Organizational Characteristics (POC) were significantly different for each mode of responding. When the staff was classified into four leadership behavior quadrants by the Leader Behavior Description Questionnaire (LBDQ), their perceptions of the organization "as it is" did not differ significantly across quadrants, but perceptions of personal behavior and of what the organization "should be" differed across quadrants. A 13-item bibliography is included. (Author)

ED 081 321 HE 004 465

Buhl, Lance C., Ed. Lane, Sam H., Ed.

Innovative Teaching: Issues, Strategies, and Evaluation.

Cleveland State Univ., Ohio. Center for Effective Learning.

Pub Date Jun 73

Note—379p.; An Anthology by the Faculty

Available from—The Center for Effective Learning, The Cleveland State University, Cleveland, Ohio 44115

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Educational Objectives, Effective Teaching, *Evaluation, *Higher Education, *Teacher Improvement, *Teachers, Teaching, *Teaching Methods

Identifiers—*Cleveland State University

The Innovative Teaching Group (ITG) at Cleveland State University, committed to novel and untried teaching methods, has organized papers from the faculty and other resource people into an anthology on teaching. After the general introduction, the contents are divided into three parts: Insights and Issues at Large; Strategies and Tactics in Practice; and Evaluating Instructional Effectiveness. The first section on teaching addresses itself to the broad-gauged consideration of teaching, including such topics as innovation, the modern student, and learning theories. The fifteen papers in section two speak in specifics about curricular and course design and instructional techniques. The third section contains papers presented at a conference titled "Faculty Development: Evaluating Teaching" sponsored by the ITG. The major goal of these papers was to consider and define the parameters of evaluating classroom instruction for the improvement of learning and for the professional advancement of the faculty. Papers in this section include: the feasibility of evaluation; analysis of roles of faculty by students, administrators, and faculty; and correlation between administrator, colleague and student ratings. (Author/PG)

ED 081 322 HE 004 466

Vestal, Allan D.

Residency Classification of Students for Tuition Differential.

Note—19p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Administration, Educational Finance, *Higher Education, *Legal Problems, Nonresident Students, *Residence Requirements, Resident Students, Standards, *Students

The classification of students in state-owned institutions of higher learning for the purpose of tuition differential involves a number of different legal problems. In an effort to shed some light on the problems involved, five questions are posed and answers attempted. These questions are: (1) Is it constitutionally permissible for a state to charge higher tuition for nonresidents than for residents? (2) Can a state have an arbitrary period of nonresidency? (3) What of a provision that a student can obtain residency classification only by becoming a nonstudent for a period of time? (4) What of a provision that a student, once classified as a nonresident, can never gain residency classification? (5) Assuming that a state can classify according to residency, what factors can be considered in making that determination? The author concludes that the classification of resident and nonresident must be based upon some logical criteria; the classification cannot be arbitrary. (Author/MJM)

ED 081 323 HE 004 467

Mulligan, Kathryn L.

A Question of Opportunity: Women and Continuing Education.

National Advisory Council on Extension and Continuing Education, Washington, D.C.

Pub Date Mar 73

Note—33p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, Educational Finance, Educational Objectives, *Females, *Higher Education, *Professional Continuing Education, *Womens Education

This document examines the issue of women and continuing education. Part one reviews the relevant research concerning employment, traditional university offerings, and vocational and educational lifestyles of women. The results of a questionnaire sent to 376 program directors are described in part two in an attempt to learn priorities for Federal funds along with some of the more successful models of programs for women. A review of educational legislation revealed that there are provisions that would permit the funding of services and/or research that would promote more effective development of programs for women. Part three assesses the impact of these activities and identifies potential funding sources for practitioners in the field. (Author/PG)

ED 081 324 HE 004 468

Shaw, Paul C.

Truth, Love and Campus Expansion. The University of Pittsburgh Experience.

Pittsburgh Univ., Pa. University Urban Interface Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.

Bureau No—BR-8-0725

Pub Date Jun 73

Grant—OEG-2-9-480725-1027

Note—100p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Campuses, *Campus Planning, *Educational Administration, *Educational Facilities, *Higher Education, *Planning (Facilities), School Community Relationship, Space Utilization

This document provides a descriptive analysis of the University of Pittsburgh's experience with campus expansion during a 2 1/2 year period from fall 1970 to spring 1973. Part one describes a background and overview of campus expansion, a description of selective Oakland demographic characteristics, a discussion of the first major conflict with the community, a review of the Columbia University experience, and a chronology of events. Part two analyzes the changes in the universities' conduct of its campus or community relations vis-a-vis campus expansion, presents a series of vignettes of salient events, and reviews the chronology of events of this phase. Part three contains a synthesis of three papers prepared by participants of the controversy, and analyzes interviews with participants. Part four presents a short sociological analysis of the expansion. Maps and appendices of membership of Oakland development and by-laws of Oakland Development Inc. are presented. (MJM)

ED 081 325 HE 004 470

Short-Cycle Higher Education. A Search for Identity.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 73

Note—415p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 ($8.50)

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Associate Degrees, *Degree Requirements, Degrees (Titles), Educational Administration, Educational Change, *Educational Innovation, Experimental Schools, *Higher Education, *International Education, Junior Colleges, *Post Secondary Education, Vocational Education

This report analyses in depth the various problems facing short-cycle institutions and their place in the system of higher education. Short-cycle institutions offer postsecondary education of shorter duration with strong vocational elements, generally under the nonuniversity sector of higher education. Part one offers a general conceptual framework for defining and analysing short-cycle higher education and presents the main issues arising in the planning and reform of this type of education, with particular reference to their linkages and relations with the university sector. Part two deals with four different types of short-cycle higher education institutions in different countries and with a number of issues that short-cycle or nonuniversity establishments are facing: status and role of teachers, structure and content of studies, employment of short-cycle higher education graduates and the new functions that these institutions are called upon to perform. Part three presents conclusions and a list of related documents. (Author/PG)

ED 081 326 HE 004 471

Warren, Jonathan R.

Student Behavior Underlying Faculty Judgments of Academic Performance.

Educational Testing Service, Princeton, N.J.

Pub Date Feb 73

Note—12p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Performance, *Classroom Observation Techniques, Faculty, *Higher Education, *Student Behavior, *Students, *Teacher Attitudes

In an identification of the varieties of student behavior that enter faculty judgments of academic performance, 311 faculty members in 15 colleges and universities described how a good student and a poor student each differed from an ordinary student in one of their classes. Content analysis of these descriptions identified about 100 separate phrases that could be grouped into seven major categories and 18 subcategories. The frequency with which the different categories were used varied with the faculty member's field, sex, age, and orientation to teaching and with the level of the class. [Reproduced from best available copy.] (Author)

ED 081 327 HE 004 477

Glenny, Lyman A. And Others

A Survey of Research and Perspectives on National Planning for Higher Education. A Report to the Academy for Educational Development.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date May 69

Note—59p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Administration, *Educational Objectives, *Educational Planning, Federal Aid, *Higher Education, Management, Objectives, *Planning, Research, Surveys

This report of a survey of research and perspectives on national planning for higher education is organized in two sections. Section I of this report reflects the collective professional assessment of the views held by staff members of approximately 36 research agencies on planning, the existing state of planning, the several federal aid proposals, and the future of research for higher education. Included also is an interpretation of the special significance these opinions have for research and planning at the national level. Section II describes the current and projected research of agencies and reports opinions about areas that have been neglected and future needs for research. The section ends with a list of research agencies that have especially promising potential for aiding in national planning efforts. (MJM)

ED 081 328 HE 004 478
Ashworth, Kenneth H.
The Pauper and the Prince.
Pub Date Jan 73
Note—15p.; Paper presented at the annual meeting of the Association of American Colleges, San Francisco, California, January 15, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Administration, *Educational Finance, *Educational Responsibility, Federal Aid, *Government Role, *Higher Education, *Institutional Role, Speeches
This speech discusses the growing Federal involvement in higher education and its impact on institutional autonomy. As there is no alternative to further increases in aid to higher education from the Federal government, higher education institutions must take note of the leverage this will provide to the government. Since many values in higher education are dependent upon institutional autonomy (academic freedom, quality, and diversity), institutions must identify their goals upon which they will stand without compromise to protect their autonomy. Institutions must protect their principles realistically against all sources of funds. An additional threat to institutional goals and priorities may be the establishment of a national department of education that could subordinate education to the State. (Author/PG)

ED 081 329 HE 004 479
Lefkowitz, Mary
Final Report on the Education and Needs of Women.
Wellesley Coll., Mass.
Pub Date Sep 70
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Administration, *Educational Objectives, Educational Programs, *Higher Education, Institutional Role, *Private Colleges, *Undergraduate Study, *Womens Education
Identifiers—*Wellesley College
The final report on the education and needs of women at Wellesley College contains thirteen parts, including: curricular programs, continuing education programs, curriculum extension, degree programs, community service, women's role in society, career counseling, practical experience, role models, faculty, older students, alumnae and men on campus. Recommendations include: financial aid for continuing education, redefinition of time to complete the B.A. degree, more community services, additional special lectures, coordination in student career counseling, more female faculty, more contact between students and alumnae, and further coordination with men's colleges. (Author/PG)

ED 081 330 HE 004 480
University-Urban Interface Program. Final Report.
Pittsburgh Univ., Pa. University Urban Interface Program.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.
Bureau No—BR-8-0725
Pub Date Jun 73
Grant—OEG-29-480725-1027
Note—237p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors--Educational Administration, *Educational Objectives, *Higher Education, Institutional Role, *School Community Programs, *School Community Relationship, *Urban Universities
Identifiers—*University of Pittsburgh
The major thrust of the University-Urban Interface Program (UUIP) was to study the interface between Pittsburgh University and its urban community. Ultimate goals were to design ways in which relations between universities and their communities may be enriched. UUIP studied activities in five representative areas: Communications, Minority and Community Services, Campus Development, Long-Range Community Goals, and University Governance for Community Relations. The goal of Communications was to explore the perceptions of the University held by its various publics and to suggest ways to communicate a more realistic impression. In Minority and Community Services, four projects were chosen and each project was to publish analyses of the interactions among the university, the community, and the target group. In Campus Development, UUIP researchers attempted to identify the consequences of campus expansion. The aim of Long-Range Community Goals was to establish a reliable system for identifying the community's long-range goals, and the University's relation to these goals. In University Governance for Community Relations, data from the other four efforts were integrated to make recommendations on ways of improving the University's community relations. Major conclusions cover six basic issues: (1) the service dimension; (2) models of institutions; (3) internal organization; (4) open access and mass education; (5) collaboration and community/constituencies; and (6) academic excellence and the urban dimension. (Author/PG)

ED 081 331 HE 004 481
Katz, Arthur Robinson, Alice
Proposal for Wellesley College: A Suburban-Regional Studies Center.
Wellesley Coll., Mass.
Pub Date Sep 70
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Area Studies, *Conservation Education, Ecology, Environment, *Environmental Education, *Higher Education, Natural Resources, *Study Centers
Identifiers—*Wellesley College
Pollution, ecological imbalance, physical decay and social disruption of our communities are just a few elements of the environmental crisis. This proposal for a Suburban-Regional Studies Center at Wellesley College would deepen understanding of these problems and contribute in some measure toward their solution. The prerequisites for the success of the center include: (1) curricular and administrative autonomy; (2) adequate financial resources; (3) a strong director; (4) a clear commitment from the college both to the center as a whole and to active cooperation with the town of Wellesley on matters of joint interest to the center and the local community. The proposal is divided into sections dealing with: the concept of the center, the curriculum, some long-term research programs, possible academic year, and a suggested time table for implementing these proposals. (Author/PG)

ED 081 332 HE 004 482
Johnson, Roger A. Rock, Elizabeth J.
Educational Proposals for Consideration by the Commission on the Future of the College.
Wellesley Coll., Mass.
Pub Date Sep 70
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Change, *Educational Change, Educational Development, Educational Research, *Higher Education, *Instructional Programs, *Program Descriptions, Program Proposals
Identifiers—*Wellesley College
This document presents proposals for future change at Wellesley. Two categories of change include the faculty and administration agencies and programs of instruction. Two agencies are proposed in the faculty and administration: the committee on educational research and development and the director of educational research. Changes in the program of instruction concern departmental studies, independent studies, integrative studies, departmental majors, M.A.T. program, M.A.C.T. (Master of Arts for College Teaching) program, and further study in a medical school program, Master of Fine Arts, and area study degree programs. Recommended for further study are the exchange programs, foreign study, area studies, divisional field study programs, and divisional interdisciplinary studies. (MJM)

ED 081 333 HE 004 483
Terman, Frederick E.
What Policy, If Any, Should Massachusetts Follow Concerning State Aid to Private Institutions of Higher Education?
Academy for Educational Development, Inc., Washington, D.C.
Pub Date Feb 73
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Administration, *Educational Economics, *Educational Finance, Financial Policy, Financial Problems, *Higher Education, Private Schools, Public Schools, *State Aid
Identifiers—*Commonwealth of Massachusetts
The Commonwealth of Massachusetts needs to develop policies concerning: (1) the future development and expansion of public institutions of higher education; (2) the continued expansion of private institutions of higher education; and (3) the establishment of relationships between these two groups of institutions that will maximize their combined value to the Commonwealth. The Commonwealth's private institutions of higher education represent an asset of unparalleled value that could be lost if the State does not act to insure their survival. Recommendations include: (1) the establishment of a State policy on aid to private higher education designed to conserve and improve the asset that the state now has in private education; and (2) investigation into the many forms of assistance to private higher education. The appendix contains information on support of part-time education through technology. (Author/PG)

ED 081 334 HE 004 491
Williamson, W. J.
The Commuting Student Study, Report I: Patterns in University Commuting.
Alberta Univ., Edmonton. Office of Institutional Research and Planning.
Pub Date Jun 71
Note—106p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Commuting Students, *Higher Education, Parking Controls, *Parking Facilities, *Physical Facilities, Research Projects, Student Behavior, *Student Transportation, Traffic Circulation
Identifiers—*University of Alberta
The patterns of time and transportation means adopted by the students and staff of the University of Alberta who commute from their residence to campus each week day are reviewed in an effort to assist in the University Long Range Development Plan. Emphasis is placed in the patterns in university commuting and the physical and behavioral aspects of commuting students and campus facilities. Major findings indicate: (1) the number of commuting students and commuting time and distance have increased disproportionately; faculty and staff have increased similarly; (2) there is a trend toward use of public transportation. The use of the automobile continues to be important; (3) the university has satisfied the vast majority of campus parkers with an increase in parking stalls of only 23.8% in the past five years; (4) the number of students holding part-time jobs and the number of students with families to care for has increased; and (5) the university is well used in the evenings, with 75% of the day-time population of students and staff returning to campus at least once per week in the evenings. Appendices of related material are included. Related documents are HE 004 493, HE 004 492, HE 004 494, and HE 004 526. (MJM)

ED 081 335 HE 004 492
Brunt, Judy Williamson, W. J.
The Commuting Student Study, Report II: Study Facilities.
Alberta Univ., Edmonton. Office of Institutional Research and Planning.
Pub Date Jan 72
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, Commuting Students, *Educational Facilities, *Higher Education, Questionnaires, Research Projects, *Study Centers, *Study Facilities
Identifiers—*University of Alberta
The use of on-campus areas for study purposes by students at the University of Alberta were investigated. Study facilities were assessed according to: use and satisfaction of existing facilities, needs as stated by the students for study areas, discrepancies between the existing facilities and the type of facility the students feel they need. Major findings indicate: (1) the largest amount of students free time on campus was spent studying; (2) students utilize the libraries to a great degree during their free time; (3) students generally seemed satisfied with the existing facilities; (4) students indicated few areas where a "rap session" could take place without encroaching on other students' need for quiet study areas; (5) most students studied at home, but with a rela-

tively low satisfaction level; and (6) resident students reported a high usage of on-campus study facilities. Appendices include related material. Related documents are HE 004 494, HE 004 491, HE 004 493, and HE 004 526. (MJM)

ED 081 336 HE 004 493
Williamson, W. J.
The Commuting Student Study, Report III: Lounge Space.
Alberta Univ., Edmonton. Office of Institutional Research and Planning.
Pub Date [72]
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, Commuting Students, *Higher Education, *Leisure Time, Physical Facilities, *Recreational Facilities, Research Projects, *Student Unions
Identifiers—*University of Alberta
This report presents an analysis of the free time on campus utilization of lounging space at the University of Alberta. Data were collected by a questionnaire limited to student life outside of the instruction time. Results indicated: (1) next to student study, lounging space is the most important informal time need; (2) students from many faculties reported intensive use of large centralized lounge areas; (3) student satisfaction with lounges is highest for the newest and/or largest lounges or for space offering the best lounging qualities; and (4) the student description of the ideal student lounge describes centralized and decentralized space of high physical and environmental qualities. Appendices of related material are included. Related documents are HE 004 494, HE 004 491, HE 004 526 and HE 004 492. (MJM)

ED 081 337 HE 004 494
Williamson, W. J. And Others
The Commuting Student Study, Report IV: Food Facilities.
Alberta Univ., Edmonton. Office of Institutional Research and Planning.
Pub Date Apr 72
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, Commuting Students, *Dining Facilities, *Food Handling Facilities, *Food Service, *Higher Education, *Physical Facilities, Research Projects
Identifiers—*University of Alberta
This report presents a detailed analysis of the food facilities at the University of Alberta. Emphasis is placed on the three main supplies of food: the peak production of cafeterias at meal times, the snack facilities, and vending machines. Study results indicate: (1) extensive use of the students' union building cafeterias; (2) reported use of vending machines is high (80%); (3) over 50% of the sample reported bringing bag lunches; (4) food facilities for resident students are satisfactory; (5) students who reported returning home for meals (42.5% of the sample) indicated they were satisfied with the arrangements; and (6) the main place for eating remains the students' union building followed by buildings which house the larger vending machine complexes. Appendices include statistical data. Related documents are HE 004 491, HE 004 492, HE 004 493, and HE 004 526. (MJM)

ED 081 338 HE 004 495
Counelis, James Steve
The Relevance of Institutional Research for Greek Higher Education.
San Francisco Univ., Calif. Office of Institutional Studies.
Pub Date Aug 73
Note—26p.; Paper presented at the Second International Conference of Greek Scholars from Abroad, Athens, Greece, August 23-30, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Education, Educational Research, Foreign Countries, *Higher Education, *Institutional Administration, *Institutional Research, *Institutional Role, *Relevance (Education)
Identifiers—Greece, *University of San Francisco
This paper suggests how American colleges and universities have used the Office of Institutional Research for systematic and cybernetically directed organizational intelligence. This institutional level mechanism might have some relevance for Greek institutions of higher learning. Emphasis is placed on the experience of institutional research at the University of San Francisco. A 70-item bibliography is included. (Author/MJM)

ED 081 339 HE 004 496
Higher Education: Proposals by the Swedish 1968 Educational Commission.
Ministry of Education, Stockholm (Sweden).
Pub Date 73
Note—94p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Admission (School), Costs, Educational Facilities, *Educational Planning, *Educational Programs, Enrollment Rate, *Foreign Countries, *Higher Education, Organizational Development, *Postsecondary Education, Reports
Identifiers—*Sweden
The 1968 Educational Commission, appointed by the Swedish Minister of Education, was charged with the tasks of working out an overall plan for the future postsecondary education of Sweden, covering in particular its capacity, location, and organization. This document summarizes the report of the Commission. Emphasis is placed on the definition of higher education, the number of students in higher education, the organization of studies, the location of higher education facilities, admission to basic higher education, institutional organization, costs, and implementation of the Commission's proposals. Appendices, figures, and tables are included. (MJM)

ED 081 340 HE 004 497
McConnell, T. R.
Can the Elite University Survive?
California Univ., Berkeley. Center for Research and Development in Higher Education.
Pub Date 73
Note—12p.
Journal Cit—The Research Reporter; v8 n2 p1-7 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Administration, Educational Finance, *Educational Objectives, *Higher Education, *Private Schools, Relevance (Education), Superior Students, *Universities
The term elite university refers to that institution that attracts a student body of exceptional capacity or at least a large proportion of students of outstanding intellectual ability. The elite university is essentially a fragile institution, vulnerable to political pressures, research problems, financial needs, federal support, and enrollment trends. The survival of the elite university is necessary for the maintenance of the excellence of ideas essential not only for the development of science and technology, but also for the attainment of a more humane, just, and civilized society. In order to survive, the university must make a sustained effort to explain its mission to the people and their elected representatives. (Author/PG)

ED 081 341 HE 004 499
Wachtel, Paul
The Return to Investments in Higher Education Revisited.
New York Univ., N.Y. Graduate School of Business Administration.
Report No—WP-72-64
Pub Date Oct 72
Note—34p.
Available from—Paul Wachtel, c/o The Graduate School of Business Administration, New York University, 100 Trinity Place, New York, N.Y. 10006
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Costs, *Educational Economics, *Educational Finance, Financial Support, *Higher Education, *Investment
Estimates of the rate of return to college frequently omit any reference to differences in investment costs among schools. The return to investments in higher education for a sample of individuals is estimated with specific cost data for each college attended by the respondents. Results show that the variation in investment costs among colleges is an important determinant of earnings. In addition, the estimated rates of return to schooling are lower when all costs are considered, than when years of schooling is used as a proxy for all investment costs. This supports the hypothesis that students with higher earning potential invest more per year of school. Finally, large differences in rates of returns on direct and indirect components of investment are observed. (Author/MJM)

ED 081 342 HE 004 500
Altman, Robert A.
Report on the Council of Graduate Schools-Graduate Record Examinations Board 1972-73 Survey of Graduate Enrollment Part II.
Council of Graduate Schools in the U.S., Washington, D.C.; Graduate Record Examinations Board, Princeton, N.J.
Pub Date 14 Mar 73
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Research, *Enrollment Influences, *Enrollment Trends, *Graduate Students, *Graduate Study, *Higher Education, Research Projects, School Surveys, Surveys
The council of Graduate Schools (CGS) and the Graduate Record Examinations Board undertook a survey of graduate enrollment. Survey questionnaires were sent to 303 graduate schools who were members of CGS. Results indicated increasing enrollment is not universal, but is concentrated in the humanities, social sciences, and education, and is distinctly absent in the physical sciences. Female enrollment in graduate study is increasing; however, women still enroll in significantly smaller numbers than do their male counterparts. It was also concluded that it is still impossible to collect meaningful data on the racial composition of graduate schools on a regular basis by means of this type survey. (MJM)

ED 081 343 HE 004 501
Black Colleges and Federal Relations: A Handbook for Administrators.
Moton Coll. Service Bureau, Washington, D.C.
Pub Date [72]
Note—66p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Guides, *Educational Finance, Federal Aid, *Federal Government, Financial Support, Grants, *Higher Education, *Negro Colleges
This handbook for administrators presents six articles dealing with black colleges and federal relations. The articles concern institutional coordination of proposal preparation, the role of the federal relations officer, the federal relations officer and academic planning, the federal relations office management and records, and federal resources information. Appendices of related material are included. (MJM)

ED 081 344 HE 004 502
Preus, Paul K.
An Investigation of Student's Perception of the Process of Transferring to MSU.
Memphis State Univ., Tenn.
Pub Date Jun 73
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Articulation (Program), *College Students, *Higher Education, Questionnaires, Research Projects, *Student Behavior, Student Mobility, *Transfer Students
Identifiers—*Memphis State University
This study investigates various aspects of the process of transferring to Memphis State University (MSU) as perceived by the transfer student, develops information which could be utilized in evaluating the processes of transfer to MSU, and provides a basis for further study. A random sample of 126 students was selected as subjects for individual interviews. Recommendations suggest: (1) creation of an office which has primary responsibility for working with transfers; (2) Retitle and re-define the Office of High School Relations to include recruitment of transfers; (3) prepare packets of information which can be provided to potential studetns; (4) provide mechanisms for the routine evaluation of transfer credits prior to registration; (5) designate counselors and advisors to work with transfers; (6) review financial aid policies to facilitate aid to transfers; (7) heighten the awareness of needs and contributions of transfer students; (8) an in-house study should be made to determine the man-hours required to evaluate transfer transcripts; and (9) maintain communications with counselors in two-year institutions to develop a better awareness of opportunities for transfer students at MSU. Appendices of related material are included. (MJM)

ED 081 345 HE 004 503
Westervelt, Esther M.
Women's Higher Education: Some Unanswered Questions.
Johnson Foundation, Inc., Racine, Wis.
Pub Date Mar 72
Note—62p.; Oversized document actual page count is 34; Report of a Wingspread Conference convened in March, 1972
Available from—The Johnson Foundation, Racine, Wisconsin 53401
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conference Reports, Conferences, *Educational Change, Educational Needs, *Females, *Higher Education, Sex Discrimination, *Womens Education, Working Women
This document summarizes the Wingspread Conference on Women's Higher Education, 1972. Topics of conference papers and discussion concerned changes in women's education and changes needed for the future, four types of women students-undergraduate, graduate and adult women undergraduates perceptions of needs for the future, higher education and feminine socialization, plans for widening women's education opportunities, and the special needs of working class women. A questionnaire evaluation of the conference indicated that the conference may have achieved its goals to stimulate greater concern with planned interaction between practice and research and to lend at least mild support to those engaged in various specific types of enterprises. A list of participants and the evaluation questions are supplied. (MJM)

ED 081 346 HE 004 504
Doherty, Robert E.
The National Labor Relations Act and Higher Education: Prospects and Problems.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date Jun 73
Note—9p.
Journal Cit—Professional File; v4 n4 p1-9 Jun 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Collective Bargaining, *College Faculty, *Educational Finance, *Higher Education, Labor Legislation, *Private Colleges, Resource Allocations, Teacher Welfare
Identifiers—*National Labor Relations Act
The specific problems of private institutions concerned with faculty collective bargaining are discussed in relation to the National Labor Relations Act. Emphasis is placed on the rationale of and the implications for collective bargaining. The rationale of collective bargaining is viewed in light of the distribution of privileges, private institutions, rights granted under the National Labor Relations Act, financial straits of institutions, the force of power and administration, and organization by nonprofessional employees. Implications of collective bargaining are discussed in relation to the fiscal impact, faculty compensation, faculty governance, job security, and professionalism vs. union ideology. (MJM)

ED 081 347 HE 004 507
The Status of Women at the City University of New York: A Report to the Chancellor.
City Univ. of New York, N.Y.
Pub Date Dec 72
Note—242p.
Available from—City University of New York, Office of the Special Assistant to the Chancellor, 535 East 80th Street, New York, N.Y. 10021 ($2.50)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Equal Opportunities (Jobs), Equal Protection, *Higher Education, School Systems, *Sex Discrimination, State Schools, Universities, *Women Professors, *Women Teachers
Identifiers—*City University of New York
This report measures discrimination based on sex at the 20 institutions composing the City University of New York (CUNY) system. Following introductory material, chapter two reviews the status' of women in the administration with emphasis on rank, profiles, sex typing, and discriminatory practices. Chapter three reviews the status of women faculty members, particularly in relaion to employment and career patterns, case studies, and women's field. Chapter four presents an overview of women in academic decisionmaking emphasizing departmental chairpersons, faculty committees, and the university faculty senate, CUNY, an educational environment for women students, is reviewed in Chapter five based on enrollment patterns, major fields, performance patterns and educational environment. Other problem areas studied include affirmative action, fringe benefits, and grievance procedures. In an effort to achieve equity, recommendations are suggested in the areas of: commitment, conditions of employment, conditions of educational environment, the appointment of an affirmative action officer for women, and a successor committee. Appendices are included. (MJM)

ED 081 348 HE 004 509
Skipper, Charles E.
Graduate Student Characteristics and Their Program Satisfaction at Miami University.
Pub Date [73]
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Graduate Students, *Graduate Study, *Higher Education, *Participant Satisfaction, Program Evaluation, Questionnaires, Research Projects, Student Attitudes, *Student Characteristics
Identifiers—*Miami University of Ohio
Graduate student characteristics and their program satisfaction at Miami University in 1972 are analyzed. Biographical characteristics of applicants were obtained from a sample of 96 applications. To answer questions concerning degree of satisfaction in their academic programs, a total of 131 questionnaires were sent to all students who had completed at least one year of graduate study while holding an assistantship or teaching fellowship. Results indicated: (1) two-thirds of the applicants to the Graduate School are residents of Ohio, while four-fifths are from the mid-west; (2) nearly one-third of the applicatns are graduates of Miami with an additional 13% from universities in Ohio; (3) males have a slight edge in number of applicants over females, 54 to 46%; (4) grade-point average centers, around 2.90 with range from 2.00 to 3.90; and (5) the vast majority of graduate students are satisfied with their academic programs, and their personal relationships with faculty and fellow students. The appendix includes the graduate applicant questionnaire. (MJM)

ED 081 349 HE 004 511
Cohick, Jane W.
A Management Model for Team Development of Self-Instructional Higher Education Curricula on the Structured Curriculum Model.
Pittsburgh Univ., Pa. School of General Studies.
Pub Date Feb 73
Note—26p.; presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Content, *Curriculum Development, Educational Programs, Experimental Programs, *External Degree Programs, *Higher Education, Models, *Program Descriptions
The development of external studies programs in higher education, utilizing instructional design technology, is hypothesized to require the interaction of faculty content experts and curriculum specialists in a special type of development process. A model is proposed to include: (1) delineation of individual roles, (2) specification of the variables affecting model implementation and team interaction, and (3) specification of the steps involved in implementing a structured curriculum model in the development of higher education packaged courses. Model utility and feasibility, as tested in the pilot development of external studies courses at the University of Pittsburgh, are discussed. (Author)

ED 081 350 HE 004 516
Counelis, James Steve
University Planning and Trial Estimates in Futures.
San Francisco Univ., Calif. Office of Institutional Studies.
Pub Date 23 Jul 73
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Planning, Educational Objectives, *Educational Planning, *Higher Education, *Institutional Administration, *Institutional Role, Time Perspective, Universities
Identifiers—*University of San Francisco
This study of the University of San Francisco provides empirical estimates for the next five years of a set of institutional variables reflecting institutional vital signs. It is intended to provide a sensitization to the fact that a time perspective is important, that the degree of fit between institutional goals and their fulfillment is a dynamic process. The utility of this report will be found if the frame of reference of the university's leadership is focused upon the need for planning and budgeting of a long range type than that which is now practiced. The appendix contains charts of statistical data. (Author/MJM)

ED 081 351 HE 004 517
Kneebone, Ted
Student Interns in South Dakota.
Resource Development Internship Project, Bloomington, Ind.
Pub Date 73
Note—68p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, Educational Programs, Field Experience Programs, *Higher Education, *Internship Programs, Program Descriptions, *State Government, *Student Participation
Identifiers—*South Dakota
This document is a progress report of the student interns in the South Dakota state government. The report covers program history; evaluation of the legislative intern program; details of the summer intern program, 1972; evaluation of the summer intern program, 1972; Student Intern Coordinating Council; the state plan and state intern conference; purposes of the plan; the Council and its makeup; other features of the plan; legislation needed for plan implementation; and other subjects discussed at the state conference. Appendices of related program material are included. (MJM)

ED 081 352 HE 004 518
Flowers, George A., Jr., Ed.
Summary of Proceedings of the Annual Meeting of the Association of Urban Universities (58th, Jacksonville, Florida, March 5-6, 1972).
Association of Urban Universities.
Pub Date Nov 72
Note—87p.; Summary of the 58th annual conference of the Association of Urban Universities, Jacksonville, Florida, November 5-6, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conference Reports, *Higher Education, *Universities, *Urban Education, Urban Schools, *Urban Universities
This document presents a summary of the proceedings of the 58th annual meeting of the Association of Urban Universities. Following a historical introduction, member institutions, officers 1971-72, and committee are listed. The program for the conference, various addresses and reports of the committees are included. (MJM)

ED 081 353 HE 004 519
Eko, Ewa U., Ed.
Training for Change in Student Personnel Services.
Six Institutions' Consortium, Greensboro, N.C.
Pub Date Jun 72
Note—47p.; Based on Proceedings of an Institute on Training for Change in Student Personnel Services, Greensboro, North Carolina, May 31 - June 23, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, Educational Change, *Educational Innovation, *Guidance Services, *Higher Education, Organizational Development, Program Planning, *Student Development, *Student Personnel Services
The Institute on Training for Change in Student Personnel Services was designed to meet the need for imaginative and innovative approaches to student personnel services in light of contemporary realities. Six papers presented at the Institute concern perspectives on the nature of man, strategies for change, student development, towards a positive student development program, organizational development and program planning, and proposal writing. (MJM)

ED 081 354 HE 004 520
Eko, Ewa U.
Inter-Institutional Co-Operation in Faculty Development.
Six Institutions' Consortium, Greensboro, N.C.
Pub Date 73

Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, *Consortia, *Faculty Fellowships, *Higher Education, *Interinstitutional Cooperation, Staff Utilization

This report concerns the Six Institutions' Consortium efforts toward interinstitutional co-operation in faculty development, 1969-73. Emphasis is placed on faculty support and faculty fellowships, Consortium efforts have produced a beneficial impact on each member institution. Appendices include related material. (MJM)

ED 081 355 HE 004 521
Preliminary Report of the Madison Faculty Senate Study, 1972-1973.
Wisconsin Univ., Madison.
Pub Date 73
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, *Educational Administration, *Educational Quality, *Higher Education, Questionnaires, *Teacher Attitudes, Undergraduate Study
Identifiers—*University of Wisconsin Madison

This report describes some of the findings of a survey of 44 members of the Faculty Senate at the Madison campus of the University of Wisconsin. Categories of responses are the personal dimension, teaching and administration, and the political dimension. Results indicate no urgent desire for reforms, greater interest in research than in teaching, and lack of confidence in the Senate's ability to bring about change. Inconclusive evidence suggests that faculty who are liberal on national and world issues become more conservative when discussing academic matters which affect them directly. The Faculty Senate questionnaire form is included. (MJM)

ED 081 356 HE 004 522
Van Dyk, Jane Freeman, Bonnie Cook
Preliminary Report of the UW Faculty Women's Survey.
Wisconsin Univ., Madison. Dept. of Educational Policy Studies.
Pub Date 15 Apr 73
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, Faculty Promotion, Faculty Recruitment, *Group Behavior, *Higher Education, Research Projects, Tenure, *Women Professors, *Women Teachers
Identifiers—*University of Wisconsin Madison

The status of women faculty at the University of Wisconsin was investigated in a survey sent to all faculty women on the tenure track in teaching departments. Questionnaire responses were categorized into academic qualifications; teaching responsibilities; publications; marital status; family background; religion; organizational membership; politics; attitude toward university-degree of satisfaction with the institution; attitude toward unions, collective bargaining, strikes; attitudes toward women's issues; and local issues. Results indicated faculty women tend to be overwhelmingly single and viewed themselves as successful, well-paid career women. Faculty women were found in the highest numbers in the lowest rank, assistant professor, with only 26% having the rank of full professor, and the latter tended to be found most in traditionally women's fields. Further study is recommended. (MJM)

ED 081 357 HE 004 523
Porter, Martha
A Report of Faculty and Student Evaluations of the Instructional Environment.
Memphis State Univ., Tenn.
Pub Date Mar 73
Note—79p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Environment, *College Faculty, Evaluation, Faculty Evaluation, *Higher Education, *Instructional Improvement, Questionnaires, Research Projects, *Student Attitudes
Identifiers—*Memphis State University

This study defines key elements of the instructional environment at Memphis State University perceives and analyzes student and faculty assessments of this environment, and determines the extent of significant patterns of similarity or dissimilarity in the views expressed. Data were collected by a review of related research literature and questionnaires for students and for faculty members. Results indicated, faculty and upper and lower division students had a "somewhat positive" attitude toward the instructional environment. Recommendations suggest specified areas for further study including student orientation and advising, university degree requirements, and instructional environment. Appendices include questionnaire forms. (MJM)

ED 081 358 HE 004 524
Ellison, Robert L. And Others
Biographical Data as Predictors of College Grades of Negroes and Whites.
Institute for Behavioral Research in Creativity, Salt Lake City, Utah.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-0518
Pub Date 13 Jul 73
Grant—OEG-8-70-0204
Note—62p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Biographical Inventories, *Caucasian Students, College Students, *Higher Education, *Negro Students, Research Projects, Student Evaluation

This study examines the effectiveness of biographical inventory data as a predictor of college performance particularly among the disadvantaged where current college entrance procedures provide less than a satisfactory alternative. The sample consisted of 1,640 students of which 982 were in special admissions programs, 554 were regular admission students and 104 were students in a black university. Students were administered form ALPHA II of the biographical inventory. Results indicated the biographical data were generally equally effective or slightly superior to the high school performance measures in predicting college G.P.A. Biographical scoring keys did not provide any differentiation between blacks and whites. It was observed that the degree of relationship between biographical data and race was largely a function of the criterion-race relationships. An extensive bibliography is included. (MJM)

ED 081 359 HE 004 526
Williamson, W. J.
The Commuting Student Study, Report VI: Recreation Space.
Alberta Univ., Edmonton. Office of Institutional Research and Planning.
Pub Date Mar 72
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, Commuting Students, *Higher Education, *Leisure Time, *Physical Facilities, *Recreation, *Recreational Facilities, Research Projects
Identifiers—*University Of Alberta

This report presents a detailed analysis of the recreational space at the University of Alberta. The recreational facilities were assessed according to the use and satisfaction of facilities as stated by the students surveyed in a space facilities questionnaire, perceived needs as stated by the students, and discrepancies between existing facilities and the perceived needs. Study findings indicate: (1) a need for additional recreational space in the form of simple decentralized recreational rooms close to the various hubs of commuting student educational activities; (2) a need for improved campus communications regarding recreational organizations and events; (3) an increasing importance of indoor recreational activities with the onset of winter; and (4) the need for increased recognition of the importance of recreational facilities. Appendices of related material are included. Related documents are HE 004 491, HE 004 492, HE 004 493, and HE 004 494. (MJM)

ED 081 360 HE 004 527
Millett, John D.
Resource Reallocation in Research Universities.
Academy for Educational Development, Inc., Washington, D. C. Management Div.
Pub Date Jun 73
Note—42p.; A study of five research universities
Available from—Management Division, Academy for Educational Development, Inc., 1424 Sixteenth Street, N.W., Washington, D.C. 20036 (Single Copies Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Costs, *Educational Finance, Educational Research, Expenditures, *Higher Education, *Research Opportunities, *Resource Allocations, *Universities

This report reviews resource reallocation in five research universities. Resource reallocation as a careful program-by-program analysis of expenditures, emphasizing possible cost reductions, cost increases which might be postponed or even eliminated, and essential service costs which had to be maintained. University response to resource reallocation is described according to machinery, the need for information, planning, participation, the scope of resource reallocations, medical education and teaching hospital, public relations, income in relation to expenditures, instructional cost, undergraduate student aid, graduate student aid, the cost of graduate education, other economics, and income. (MJM)

ED 081 361 HE 004 528
[Preliminary Report of the Education Committee to the Illinois Commission on the Status of Women.]
Illinois State Commission on the Status of Women, Springfield.
Pub Date 30 Mar 73
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, *Employment Trends, Equal Opportunities (Jobs), *Females, *Higher Education, Research Projects, *Sex Discrimination, Women Professors, Women Teachers
Identifiers—*Illinois

Questionnaires sent to every institution of higher education in Illinois examined the status of women. Responses from 93 institutions indicated the position of women in Illinois institutions of higher education was deteriorating at an ever-increasing rate. The pattern of employment places most men in three professional ranks and over half in the top two tenured ranks alone, while less than one quarter of the women are in tenured ranks. The survey also showed a considered difference between the patterns of employment for single and for married women. Over one-third of the single women but less than one-sixth of the married women are in the tenured ranks. In most of the Illinois institutions the proportion of women either remained the same or dropped from 1970-71 to 1971-1972. Although women are held to the lower ranks and serve longer within each rank, they are paid less at every rank. Appendices include related material, the survey instrument, and a status report of civil service women at Northern Illinois University. (MJM)

ED 081 362 HE 004 530
Carroll, Robert L. And Others
University-Community Tension and Urban Campus Form. Volume 1.
Cincinnati Univ., Ohio.
Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.
Pub Date Oct 72
Note—125p.; For access to volume 2, containing maps of university buildings and lands, contact: The Clearinghouse for Higher Education, One Dupont Circle, Washington, D.C. 20036
EDRS Price MF-$0.65 HC-$6.58
Descriptors—City Planning, Educational Administration, *Educational Planning, *Higher Education, Institutional Role, *Public Relations, *School Community Relationship, Urban Areas, Urbanization, *Urban Universities

This research study was undertaken to elucidate the conflicts between urban universities and their neighbors that are related to the form of the university proper, and the university district. The effects of the university campus on the neighboring community and the ways in which the two interact must both be considered aspects of institutional form. Institutional form in this study is taken to mean not only the layout of buildings, but also the spatial distribution of university activities. Volume one contains a survey of the experiences of 102 urban universities with their surrounding communities. The survey provided evidence that the two factors that contribute the most university-community tension are size of the university and the city, and the distribution of the activities in the university district of the city. The second part contains a detailed investigation of the experiences of Boston University, Temple University, and the University of Cincinnati. It was discovered that in each university tension resulted from campus expansion. Appendices include the questionnaire and survey samples, case study data sources, and the bibliography. Volume two of this report, containing a map series on the universities including diagrams

of university parking, populations, land use, and crime statistics, is available upon request. (Author/PG)

ED 081 363 HE 004 532

Wright, Stephen J.

The Traditionally Black Colleges. 1966-1972.

Pub Date 5 Jan 73

Note—34p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Finance, *Educational Programs, Governance, *Higher Education, Literature Reviews, *Negro Colleges, Negro Education

This document reviews the literature concerning traditionally black colleges. Emphasis is placed on history, governance and administration, teaching and educational programs, facilities, financial problems and support, students, the black university, and the future and raison d'etre for black colleges. An extensive bibliography is included. (MJM)

ED 081 364 HE 004 533

A Brief Description of the Institutions and Agencies Concerned with Higher Education in Massachusetts.

Academy for Educational Development, Inc., Washington, D.C.

Pub Date Feb 73

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Administration, *Educational Planning, *Higher Education, Institutional Administration, State Agencies, *State Boards of Education, State Universities, *Statewide Planning

Identifiers—*Massachusetts

This report contains a brief description of the institutions and agencies concerned with higher education in Massachusetts. The first section covers the institutions of higher education in the Commonwealth, both public and private, and both nonprofit and proprietary. The second section describes briefly the various agencies involved in higher education including the Executive Office of Educational Affairs, the Board of Higher Education, the Massachusetts Advisory Council on Education, the Higher Education Facilities Commission and the Higher Education Assistance Corporation. The paper concludes with a brief summary of the Governor's higher education reorganization plan including proposals for: (1) two statewide boards to replace the seven existing boards with statewide responsibilities; (2) five new regional education boards to represent each part of the state; and (3) individual campuses and local school systems to have the power to determine their own affairs, control their resources, and select their professionals. (Author/PG)

ED 081 365 HE 004 534

Bowen, Howard R.

Report on Higher Education Finance in the Commonwealth of Massachusetts.

Academy for Educational Development, Inc., Washington, D.C.

Pub Date Feb 73

Note—39p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Administration, *Educational Finance, *Financial Problems, *Higher Education, *State Aid, State Programs, State Schools, *Statewide Planning

Identifiers—*Massachusetts

This report on higher education finance in the Commonwealth of Massachusetts is divided into six sections. Section one deals with state support for higher education, and whether the state should give greater attention to the private sector than it has in the past. The question of whether the state could support substantial additional costs of higher education in the decade ahead is discussed in section two. Section three deals with the financing of the increased costs of higher education, with increased taxation seen as the only alternative financial resource. The policy issues that the Commonwealth of Massachusetts faces as it considers the share of higher education costs to be provided are treated in section four. The mechanisms that the state should use in controlling higher education and increasing accountability concern section five, and section six outlines equal access and its impact on institutional finance. Appendices include students' charges at 327 state colleges and universities, and appropriations per capita for higher education in the 50 states. (Author/PG)

ED 081 366 HE 004 535

Boyd, Joseph D.

Report on Student Aid in the Commonwealth of Massachusetts.

Academy for Educational Development, Inc., Washington, D.C.

Pub Date Feb 73

Note—32p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Administration, *Educational Finance, Financial Policy, *Financial Problems, *Higher Education, *State Aid, *Statewide Planning

Identifiers—*Massachusetts

This report on student aid in the Commonwealth of Massachusetts concerns itself with four basic questions: (1) How well are the student aid needs in Massachusetts being provided for? (2) How does the student aid program in Massachusetts compare with programs in other states? (3) What policy changes, if any, should Massachusetts make in its student aid program during the next five to ten years? (4) What should the state do this year with respect to student aid, especially student loans, that is not already being done? Student aid needs in Massachusetts are not efficiently provided for. The General Scholarship Program is funded at such a low level that only students in the most dire financial straits are supported. Massachusetts is far below the leading states in per capita expenditure on student aid and in percentage of funds provided for administration of these programs. Recommendations for the improvement in student aid in Massachusetts include: (1) establishment of state-funded loan programs for high risk students facing access problems in getting loans; (2) establishment of a state run loan agency; (3) expansion of the scholarship program to provide greater access; and (4) careful determination on the appropriation for the scholarship program for fiscal year 1974. (Author/PG)

ED 081 367 HE 004 536

Chase, Francis S.

Some Comments on Higher Education Policy in Massachusetts.

Academy for Educational Development, Inc., Washington, D.C.

Pub Date Feb 73

Note—42p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Administration, Educational Coordination, Educational Planning, *Educational Policy, *Higher Education, *State Programs, *Statewide Planning

Identifiers—*Massachusetts

State policy for higher education in Massachusetts as elsewhere renders certain courses of action attractive while placing obstacles to other courses of action by the legislature, government officials, coordinating and governing boards, and other agencies and persons engaged in or planning for higher education. Policy may take the form of legislative authorization, supported by appropriations, to establish new public institutions or programs. Policy is also made through decisions on matters such as admissions or degree requirements in public institutions. The effects of state policy are related not only to the constraints imposed and the options favored, but to the clarity of intent, the mechanism through which policy is interpreted and implemented, and the consistency of application. Following an overview, this report discusses: state educational policy ambiguities, postsecondary education needs, economic needs of society, higher education planning, planning alternatives, coordination provisions, and budgeting as an instrument of coordination. (Author/PG)

ED 081 368 HE 004 537

Henry, David D.

Coordination and Cooperation in Higher Education in Massachusetts.

Academy for Educational Development, Inc., Washington, D.C.

Pub Date Feb 73

Note—34p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cooperative Planning, *Educational Administration, *Educational Coordination, Educational Policy, *Higher Education, *Interinstitutional Cooperation, *Statewide Planning

Identifiers—*Massachusetts

For a number of years college and university administrators, government officials, and legislators, both state and federal, have striven to achieve better interinstitutional cooperation and coordination in higher education. This report treats the topic of cooperation and coordination by answering the following questions: (1) How can the state of Massachusetts plan more effectively for higher education? (2) Is a regional structure likely to be useful for higher education planning in Massachusetts? (3) How can the views of the legislature and the public be fed more adequately into the higher education planning mechanism in Massachusetts? (4) How can interinstitutional cooperation and coordination be fostered in Massachusetts? (5) How can competitive expansion, duplication of efforts, and waste of funds be avoided in Massachusetts? To more fully understand these questions, the report describes the relationship between Massachusetts public and private institutions; explains the aspirations, obligations and responsibilities of Massachusetts public institutions; and outlines the position of the Massachusetts Advisory Council on Education. (Author/PG)

ED 081 369 HE 004 538

Johnson, Willard R.

Minority Access to Higher Education in the Commonwealth of Massachusetts.

Academy for Educational Development, Inc., Washington, D.C.

Pub Date Apr 73

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Admission (School), *Admission Criteria, Disadvantaged Youth, Economically Disadvantaged, Educational Finance, *Educational Programs, *Higher Education, *Minority Groups, Student Problems

Identifiers—*Massachusetts

Minority access to higher education in the Commonwealth of Massachusetts falls short of its obligation by nearly 8,000 students. One barrier to minority student access is the location of the state colleges and community colleges, most of which are removed from urban centers where minority populations are concentrated. However extra effort, outreach programs, better communications, and more stringent efforts to work with high schools to improve motivation and preparation could be more important than location in giving access to minority students. The barriers that need to be eliminated to achieve access for minority students include: (1) inadequate preparation at the primary and secondary level; (2) need for special programs and supportive services to compensate for such deficiencies; (3) lack of adequate financial means to attend college; and (4) a discouraging atmosphere for minority students at institutions of higher education. Recommendations include: (1) establishment of a Commission on Minority Access to Higher Education; (2) development of community and state colleges into access/entry points for minority students; (3) minority students should receive 40-50% of scholarship resources; and (4) support for special programs to assist minority students in preparation for college. (Author/PG)

ED 081 370 HE 004 539

Liebman, Lance

The State and Federal Constitutions and their Effect in Massachusetts on the Question of State Aid to Private Higher Education.

Academy for Educational Development, Inc., Washington, D.C.

Pub Date Feb 73

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Administration, Educational Economics, *Educational Finance, Higher Education, *Nonpublic School Aid, *State Aid, *State Laws

Identifiers—*Massachusetts

This report transmits the fruits of an inquiry into the constitutional constraints on the question of whether it is possible in Massachusetts to design programs to assist private higher education with public funds. The original focus of the inquiry was on the Massachusetts Constitution, especially its unique Amendment 46. Amendment 46 suggests public "order and superintendence" of institutions receiving state aid. It bars aid for denominational schools even if under public control and for all institutions that are not both publicly "owned" and under the exclusive control

of public officers. Also, the Amendment bars aid to schools "wherein any denominational doctrine is inculcated." Thestudy showed, however, that Amendment 46 is, for a provision of law, relatively clear and relatively well understood. It is also one-third of the way to being amended in a way that would virtually affect the subjects under view. The study also showed that the First Amendment to the United States Constitution is likely to play a more important role in determining the permissibility of future Massachusetts programs than the amended Article 46. Therefore, the second part of this report is directed toward the First Amendment issues. (Author)

ED 081 371 HE 004 554

Attwood, Cynthia L.

Women in Fellowship and Training Programs.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date Nov 72

Note—37p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Fellowships, *Females, *Higher Education, Nondiscriminatory Education, *Scholarships, *Sex Discrimination, Social Attitudes, Womens Education

In order to learn more about the pattern and effects of fellowship competition on women, the Association of American Colleges undertook a survey of fellowship programs. Beginning in June 1972, 68 different fellowship programs sponsored by 28 government agencies, private organizations and foundations were asked to provide data on the numbers and percentages of women applicants and women recipients, recruiting and selection procedures, content of application forms, the number of women on selection boards, and policies against sex discrimination. Programs were selected for study mainly on the basis of size and national visibility. Results include: (1) In 1972-73 about 80% of the nation's most prestigious fellowships and awards will go to men. In some of the most competitive programs (Guggenheim Fellowships and White House Fellows) over 90% will be held by men. (2) In a few fellowship programs women have comprised 30% or above of the recipients. (3) Far fewer women than men apply or are nominated for fellowships. (4) The success of women who do apply or are nominated varies widely. (5) Women play an insignificant part in the selection, with many panels having no female members. Appendices contain tables of results of the survey and the programs surveyed. (Author/PG)

ED 081 372 HE 004 555

Levi, Julian H. Steinbach, Sheldon Elliot

Patterns of Giving to Higher Education II: An Analysis of Voluntary Support of American Colleges and Universities, 1970-71.

American Council on Education, Washington, D.C.

Pub Date 73

Note—71p.; Oversized document, actual page count is 36

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Colleges, Educational Administration, *Educational Economics, *Educational Finance, Financial Policy, *Higher Education, *Private Financial Support, *Surveys, Universities

Higher education in this country owes its creation almost entirely to the generosity of private benefactors. Given the significance of private gift support, it is important that all those who are concerned in the financing of higher education understand the amount, patterns, and characteristics of private philanthropy. The survey questionnaire requested 460 institutions to: (1) classify gift transactions as to more or less than $5,000; (2) classify gift transactions (cash, securities, real estate, or other property); and (3) classify bequests and deferred gifts transactions by size and form of gift received. Highlights of the survey include: (1) The total voluntary support of colleges and universities in 1970-71 is estimated at $1,860 billion. (2) All of the increase in total support was due to increased giving by alumni and nonalumni individuals. (3) Business corporations reduced their support 5.7% in 1970-71, primarily because of lower profits. (4) The public colleges and universities reported 12.2% more support in 1970-71 than in 1969. (5) Private, 4-year institutions reported only 1.9% more support in 1970-71 than in 1969,70. (6) The private junior colleges and public community colleges reported a large decline in support in 1970-71. (7) More than 55% of the 1970-71 total was earmarked for current operations, the highest proportion on record. Appendices include responding institutions, the survey questionnaire, and details on the preparation of data. (Author/PG)

ED 081 373 HE 004 556

Cole, Clarence R. And Others

College of Veterinary Medicine for New England and New Jersey: A Feasibility Study.

New England Board of Higher Education, Wellesley, Mass.

Pub Date Aug 73

Note—238p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*College Planning, *Educational Needs, *Educational Research, *Higher Education, Program Development, *Veterinary Medicine

This study marks the completion of basic research and analysis for a proposed regional college of veterinary medicine to serve the New England states and New Jersey. Following introductory material, procedures for collection and analysis of data are discussed. Chapters cover programs for fulfilling regional needs, size and organization of the proposal college, the optimum location for the proposed college of veterinary medicien, costs of the proposed college, sources of non-state appropriated funds, and equitable basis for state participation. Appendices include related material. (MJM)

ED 081 374 HE 004 557

Wise, David A.

Academic Achievement and Job Performance: Earnings and Promotions.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-37

Pub Date Jan 73

Note—98p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, College Graduates, *Higher Education, Job Development, *Performance, *Promotion (Occupational), Research, Research Projects, *Salaries, Surveys

This paper is an examination of the relationship of measures of academic achievement and other personal characteristics to job productivity of college graduates in a particular situation. Data used pertain to persons working in a large corporation employing both technical and non-technical employees. Data on background characteristics, salary and position in the corporation in 1968 were obtained from a survey of 1,300 persons hired by the corporation between 1946 and 1965. College quality and grades are shown to be consistently related to the rate of salary increase and the rate of promotion, although they seem not to be related to initial salary. Leadership ability and initial job experiences allowing expression of one's own ideas are also shown to be positively associated with job performance, while a strong desire for job security is negatively associated with the rate of salary increase. (Author/MJM)

ED 081 375 HE 004 558

Carlson, Daryl E.

The Production and Cost Behavior of Higher Education Institutions.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-36

Pub Date Dec 72

Note—191p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Costs, Doctoral Theses, *Educational Finance, *Higher Education, *Productivity, *Student Enrollment

This report is an empirical analysis of the "-frontier" production and cost relationships between the number of students enrolled and the labor and capital inputs observed over a wide cross-section of four-year higher education institutions in the United States. In the analysis, students are differentiated as to type and as to part-time versus full-time. It is assumed that the production and cost relationships are dependent on other measurable characteristics of the institutions; therefore, several additional variables, such as institutional quality and program mix, are included in the model. Also, separate analyses are performed for each type of institution (public and private universities, public and private comprehensive colleges, and private liberal arts colleges). The empirical results generated by this study indicate that the frontier average and marginal relationships between the institutional input and enrollment variables are complex functions of input structures, enrollment mixes, and several institutional characteristics. This type of economic behavior is discouraging for national policy analysis, since it implies that no simple set of production relationships applies to all institutions. In addition, the results illustrate that the frontier production and cost relationships are not neutral, linear transformations of the average production behavior. An extensive bibliography is included. (Author)

ED 081 376 HE 004 559

Breneman, David W.

The Ph.D. Degree at Berkeley: Interviews, Placement, and Recommendations.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-17

Pub Date Jan 71

Note—62p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Doctoral Degrees, *Doctoral Programs, *Dropout Rate, *Graduate Study, *Higher Education, Program Length, Research Projects, *Withdrawal

Identifiers—*University of California Berkeley

This report presents empirical data in support of the behavioral, demand-oriented theory of Ph.D. production. A close examination of the Ph.D. curricula of the English, Economics, and Chemistry departments at Berkeley, chosen as representative of the extremes of departmental behavior, demonstrates that requirements do differ substantially and in a way designed to affect Ph.D. production. Interviews with the doctoral students and faculty give a picture of the changes in curriculum in the last twenty years and the attitudes of both groups regarding factors perceived as affecting time to degree and attrition. The concluding section contains recommendations for university policy suggested by economic analysis. Emphasis is placed on shifts away from input measures, such as enrollment and student credits, toward use of output measures, such as number of degrees produced. It is suggested that graduate enrollment quotas should be reduced for those departments showing excessive attrition, allocating the positions released to departments indicating a willingness to produce and an ability to place more Ph.D.'s. It is recommended that applicants to doctoral programs be provided with detailed information on the probability of earning the Ph.D., mean time to degree, student support, and recent placement experience of the department. (Author)

ED 081 377 HE 004 560

Breneman, David W.

The Ph.D. Production Function: The Case at Berkeley.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-16

Pub Date Dec 70

Note—63p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Degrees (Titles), *Doctoral Degrees, *Dropout Rate, *Graduate Study, Program Length, *Withdrawal

Identifiers—*University of California Berkeley

This report analyzes departmental variations in time to degree and attrition in Ph.D. programs at Berkeley. An alternative hypothesis, the Ph.D.

production function, is examined by cross-section econometric analysis of 28 departments. The inputs included in the production function were student variables--quality and percent males; faculty variables--quality and number; and stipend support variables--number of T.A.'s, R.A.'s and fellowships. Estimates are given for the relative importance of each variable in explaining length of time to degree and attrition. The author argues that fellowships and research assistantships reflect the external market demand for Ph.D.'s, while teaching assistantships reflect the university's internal demand for instructional support. The production function and behavioral hypotheses are integrated by relating departmental differences in resources to an index of excess demand for Ph.D.'s by field. The author suggests that the production function hypothesis may be misleading, for increased resources unaccompanied by increased market demand may not lead to increased Ph.D. production. The paper concludes with an examination of the national production of new Ph.D.'s during the period 1947-1948 to 1967-68, focusing on Berkeley's relation to total supply. (Author)

ED 081 378 HE 004 561

Llubia, Luis

An Analysis of the Schools of Business Administration at the University of California, Berkeley.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-18

Pub Date Dec 70

Note—69p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Business Administration, *College Planning, *Comparative Analysis, *Decision Making, Educational Needs, *Educational Objectives, Graduate Study, *Higher Education, Policy Formation, Research Projects, Undergraduate Study

Identifiers—*University of California Berkeley

This study is a preliminary analysis of the undergraduate and graduate Schools of Business Administration on the Berkeley campus of the University of California. The purpose of this investigation is to address some of the major policy questions facing these schools and to provide a basic framework for comparable analyses in other institutions. The paper begins by presenting the formal organization of the Schools and identifying who makes what decisions. Then it proceeds to discuss some concepts of decision theory which regard an organization from the points of view of the decision makers. It then examines several decision problems in an attempt to identify the decision makers' information needs. Any research activities as well as faculty promotion processes are explicitly excluded. The last chapter attempts to look at the Schools from the point of view of the Dean. Thus, some of the interdependencies that exist between the degree programs and the consequences of some policy questions of current interest are examined. (Author)

ED 081 379 HE 004 562

Balderston, F. E.

The Repayment Period for Loan-Financed College Education.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-15

Pub Date Jan 70

Note—16p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Finance, *Financial Support, *Higher Education, Income, *Student Costs, *Student Loan Programs

The author demonstrates mathematically that shifting from a grant to loan financing system for students lengthens the time before a graduate breaks even. The implication is that all loan financing for which the repayment is concentrated in the earlier years of working life has some deterrent effect upon college attendance because the net payoff is concentrated in the later part of working life. Since short amortization periods impose heavy burdens of cash outflows on the student and since expectations are not always correct, the author urges that loan financing of higher education be tempered by spreading risks and basing repayment on contingent income or providing for some kind of forgiveness arrangement to compensate insofar as possible for the following considerations: (1) pessimistic future income forecasts; (2) probabilistic events such as illness and disability; (3) the choice of socially valuable but low-income occupations at the time of the occupational decision after college is completed (and this might include the choice of child-bearing and child-rearing for women); and (4) the presence of high discount rates among some students. (Author)

ED 081 380 HE 004 563

Wagner, W. Gary Weathersby, George B.

Optimality in College Planning: A Control Theoretic Approach.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-22

Pub Date Dec 71

Note—72p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Planning, *Decision Making, *Educational Planning, Educational Policy, *Higher Education, Policy Formation, *Program Planning, Resource Allocations

In this paper the authors argue that the decision structures of educational institutions are multi-level, multi-decision-maker hierarchies which can be described and analyzed in decision theoretic terms and that these multi-levels, multi-decision-maker hierarchies can be reduced to equivalent one-level, one-decision-maker formulations, which can be solved either analytically or numerically by the techniques presented. Illustrative examples are given which identify and then solve for a set of optional resource allocation and policy decisions. The computer program used for the problem and the input data specifications are included in an appendix. A 24-item bibliography is included. (Author)

ED 081 381 HE 004 564

Balderston, F. E.

Cost Analysis in Higher Education.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-33

Pub Date Jul 72

Note—41p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Costs, *Educational Economics, *Educational Finance, *Educational Planning, *Higher Education, Management, Program Planning

Cost analysis is of interest for: its operating and management uses within each institution; its help in providing critical inputs for planning; making major changes in capacity, program structure, or institutional policies; its uses in obtaining comparisons between institutions which help in sharing insights about what targets to set for ourselves; and its valid basis in justifying to funding sources (public and private) what prices we charge for educational and institutional services. These different uses of cost analysis are discussed briefly. The author then discusses four important cost measurement issues: (1) what resources are being absorbed? (2) how does resources use vary with changes in the volume of activity? (3) is the pattern of resource use efficient? and (4) what is the trend over time? Illustrative examples of cost measures are included in the discussion, as are comments on the problems involved in attempting cost measurement. The paper concludes with a review of management strategies designed to cope with situations of financial stress. A 20-item bibliography is included. (Author)

ED 081 382 HE 004 565

Balderston, F. E.

Financing Postsecondary Education. Statement to the Joint Committee on the Master Plan for Higher Education of the California Legislature, April 12, 1972.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-32

Pub Date Jul 72

Note—38p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Costs, *Educational Economics, *Educational Finance, *Higher Education, *Master Plans, *Post Secondary Education

Identifiers—*California

The paper discusses alternative forms of financing for postsecondary education. Most will agree that higher education is too costly to leave to the natural devices of the marketplace. The basic fiscal alternatives are: (1) to privatize the offerings of educational services and the decision to buy them; (2) to make the offering of educational services a nongovernmental function organized and offered entirely by non-profit (and possibly profit-making) corporations; and (3) to provide tax support for institutional operations and whatever degree of subsidy to the other cost of attendance may be felt necessary on public policy grounds. Each of these basic alternatives has implications for the numbers of students from each segment of society who would obtain education beyond high school, the mode of operation of educational institutions, the extent of public policy control and responsiveness to perceived public policy needs, and the incidence of cost. In short, the author argues that the fiscal pattern that should be chosen depends on one's view of what individuals and society seek to accomplish via higher education. Some specific objectives for California higher education are discussed. (Author)

ED 081 383 HE 004 566

Balderston, F. E.

Varieties of Financial Crisis.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-29

Pub Date Mar 72

Note—34p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Costs, *Educational Economics, *Educational Finance, Federal Aid, *Financial Problems, Financial Support, *Higher Education, Models

The various forms of financial stress that academic institutions may face are examined. The Earl Cheit and Alice Rivlin concepts of financial stress are reviewed. The author then offers five conceptually different models of financial stress which are briefly discussed: (1) expanded academic aspiration; (2) time passing; (3) stabilization after growth; (4) conscientious overcommitment; and (5) income tapering. The cost trends in various academic operations are described and the major educational resources used in terms of costs are reviewed. The author concludes that the Federal Government is the only source that can alleviate financial problems facing higher education. (Author)

ED 081 384 HE 004 567

Weathersby, George B.

Structural Issues in the Supply and Demand for Scientific Manpower: Implications for National Manpower Policy.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-30

Pub Date May 72

Note—39p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Higher Education, Literature Reviews, Manpower Needs, Manpower Utilization, *Policy Formation, *Scientific Manpower, Scientific Personnel

This paper argues that, in addition to responding to surface manifestations of imbalance in scientific manpower supply and demand, we should examine and understand far better than

we now do the nature and extent of the structural forces operative on the supply and demand of scientific talent. The author reviewed the literature and the parameters of the current situation of an apparent surplus, and admits that there is no unanimity on what remedial policies the Federal Government should follow. It is suggested that long-range national manpower planning must take a very broad view both of national economic and social objectives and of alternative productive technologies and that such planning must take into account the implications for both in terms of requisite manpower. The issue of manpower supply and demand should be viewed from the perspective of formulation of more comprehensive, even if they be crude, national objectives, and from these deduce intermediate goals. This strategy might well lead to significantly different conclusions about appropriate federal policies and programs. A 32-item bibliography is included. (Author)

ED 081 385 HE 004 568

Rosen, Seymour M. Apanasewicz, Nellie

Higher Education in Poland Part I: Organization and Administration.

Office of Education (DHEW), Washington, D.C.

Report No—Bull-1963-19; OE-14082

Pub Date 63

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Organization, *Educational Administration, *Expenditures, *Foreign Countries, *Higher Education, *International Education, School Organization, School Personnel

Identifiers—*Poland

This document provides basic information on the Polish system of higher education. Following background information on the elementary-secondary system, various facets of the higher education are discussed. Emphasis is placed on the higher education system, expenditures, the Ministry of Higher Education, and the higher school. The higher school is discussed in relation to the rector, the senate, the dean, the faculty council, and the teaching staff. The appendix includes a listing of Polish institutions of higher education and an itinerary of the authors' visits to Poland. An 11-item bibliography is included. Related document is HE 004 569. (MJM)

ED 081 386 HE 004 569

Rosen, Seymour, M. Apanasewicz, Nellie

Higher Education in Poland Part II: Rules of Admissions, Student Activities, and Curriculums.

Office of Education (DHEW), Washington, D.C.

Report No—Bull-1964-22; OE-14099

Pub Date 64

Note—90p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Admission (School), *Cocurricular Activities, *Curriculum, Educational Change, Educational Facilities, Enrollment, Foreign Countries, Graduate Study, *Higher Education, *International Education

Identifiers—*Poland

This document explains the functioning of Polish institutions under control of the Ministry of Higher Education and other ministries and enumerates important proposed steps for reforms in Polish higher education. A major portion of the study contains detailed tables of statistics on the curriculums, enrollments, and graduations of various Polish institutions. Emphasis is placed on admission to higher education, student activities, facilities, programs of studies in higher schools, graduate study, and planned reforms and development in Polish higher education. Detailed appendices include statistical data. Related document is HE 004 568. (Author/MJM)

ED 081 387 HE 004 570

Rosen, Seymour M.

Higher Education in the U.S.S.R.: Curriculums, Schools, and Statistics.

Office of Education (DHEW), Washington, D.C.

Report No—Bull-1963-16; OE-14088

Pub Date 63

Note—205p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Curriculum, Economic Factors, *Educational Innovation, Foreign Countries, *Higher Education, *International Education, Social Planning, *State School District Relationship, Statistical Data

Identifiers—*USSR

This study is designed to provide more comprehensive information on Soviet higher learning emphasizing its increasingly close alignment with Soviet national planning and economy. Following introductory material, Soviet curriculums in higher education and schools and statistics are reviewed. Highlights include: (1) A major development in Soviet higher education is the increase in "production practice," in line with Soviet educational reforms initiated in 1958; (2) The pattern of supervision of Soviet higher education in conformity with the Soviet concept that education must be "linked with life;" (3) Soviet higher education has no equivalent to liberal arts education; (4) The "plant-higher technical school" is also a new development in Soviet higher education; and (5) Part-time education, including evening and correspondence study, is the principal type of higher education in the U.S.S.A. Appendices are included. (Author/MJM)

ED 081 388 HE 004 571

College Plans of High School Seniors: October 1972. Current Population Reports, Series P-20, No. 252.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Aug 73

Note—19p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.45)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Bound Students, *College Choice, Educational Objectives, *Higher Education, *High School Students, Statistical Data, *Student Characteristics, Student Enrollment, Student Research

This report presents data on the post-high school educational plans of seniors enrolled in high school in October 1972. Information is presented on college and vocational school plans of seniors by their sex, race, metropolitan and nonmetropolitan residence, region of residence, the educational attainment of their family heads, and family income. The data presented are based on responses of high school seniors in the Current Population Survey conducted in October 1972 by the Bureau of the Census. The first part of the text highlights the characteristics of students who planned to attend college and the type of college they planned to attend. The second part deals with the relationship of college plans to actual college attendance in light of past data. (Author)

ED 081 389 HE 004 575

Wing, Paul

Planning and Decision Making for Medical Education: An Analysis of Costs and Benefits.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-28

Pub Date Jan 72

Note—200p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Costs, *Decision Making, Doctoral Theses, Educational Finance, *Educational Planning, Health Services, *Higher Education, *Medical Education, *Medical Schools

This paper clarifies the role of medical education in the large health care system, estimates the resources required to carry on medical education programs and the benefits that accrue from medical education, and answers a few fundamental policy questions. Cost estimates are developed on a program-by-program basis, using empirical economic analysis as well as the results of previous studies. Benefits are also discussed on a program-by-program basis, with quantitative estimates where appropriate and feasible. The analysis raises some serious questions about the advisability of continued expansion of medical education in the U.S. Suggestions for future research are discussed. Appendices are included. (Author)

ED 081 390 HE 004 576

Weathersby, George B. Balderston, F. E.

PPBS in Higher Education Planning and Management.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-31

Pub Date May 72

Note—113p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Budgeting, Costs, Educational Finance, Educational Planning, *Higher Education, *Management, *Policy Formation, *Program Planning, Resource Allocations

Identifiers—*Program Planning Budgeting Systems

Because of the interest in an increasing usage of formal planning, programming, budgeting systems (PPBS), this report carefully analyzes the nature and role of PPBS and its potential impact on higher education. Part I describes the salient features of PPBS and traces the development and related analytical techniques in governmental agencies and institutions of higher education. Part II illustrates both the concepts and implementation of PPBS by a detailed explication of the University of California's experience with it. Part II suggests a form of policy analysis for educational planning which is an alternative to traditional PPBS and concludes with a case study of policy analysis applied to year-round operations and with general suggestions for managers seeking to improve their resource allocation procedures. The benefits and complexities of PPBS may not be worth the costs in all situations, and educational institutions should carefully weigh these factors and realize that there are no easy, automatic answers to the problems of higher education. An extensive bibliography is included. (Author)

ED 081 391 HE 004 577

Perl, Lewis J.

Graduation, Graduate School Attendance, and Investments in College Training.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-21

Pub Date Jul 71

Note—61p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attendance, *Educational Economics, *Educational Quality, *Educational Research, Graduate Study, Graduation, *Higher Education, Human Capital, Management, Production Techniques, *Productivity

It has often been suggested by economists and other social scientists that the educational system may conveniently be viewed as a production process. The primary output of this process is an increase in the student's stock of knowledge and skill, and the inputs to the process including the student's time (the productivity of which depends upon a previously acquired stock of human capital), the time of instructors, and a variety of forms of capital equipment which augment the instructional process. In order to examine the usefulness of this view, this paper attempts to estimate the relationship between specific measures of the output of the educational process at the college level and proxies for each of the dimensions of input specified above. These estimates are derived by postulating rather simple functional relationships between these input and output measures--and using multiple regression analysis to estimate the parameters of these functions. In estimating these parameters, data is used describing the inputs and outputs of the college experience for a large sample of students entering college in 1960. A 26-item bibliography is included. (Author)

ED 081 392 HE 004 578

Weathersby, George B. Weinstein, Milton C.

A Structural Comparison of Analytical Models for University Planning.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-12

Pub Date Aug 70

Note—52p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Planning, Colleges, *Decision Making, *Educational Finance, *Educational Planning, *Higher Education, Models, Universities

This paper provides a conceptual framework for the evaluation of analytical planning models designed for application in institutions of higher education. In an attempt to address the most important and difficult decisions facing managers of higher education, the majority of the analytical models that have been recently developed have focused upon the operating or capital budgets of the institution. The larger models have attempted to be comprehensive in dealing with all the expenditure components of the institution while a number of specialized models have addressed specific components of the institution in greater depth. This paper classifies the structure and scope of the models reviewed in seven major categories: (1) the function or purpose of the model; (2) the theoretical foundation for the particular formulation; (3) the mathematical techniques used; (4) the subject or subjects of the model; (5) the sources of data; (6) the previous and current uses of the model; and (7) the operational status of the model. After defining these terms, the paper presents a structural comparison along these major dimensions in tabular form to facilitate an evaluation of these analytical models. The major distinguishing characteristics of each model are then discussed. The paper finishes with a summary and conclusion which incorporates the author's recommendations for future research and development. A 53-item bibliography is included. (Author)

ED 081 393 HE 004 579

Pugliaresi, Lucian S.

Inquiries into a New Degree: The Candidate in Philosophy.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-13

Pub Date Nov 70

Note—48p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Costs, Degree Requirements, *Degrees (Titles), *Doctoral Degrees, Educational Economics, *Graduate Students, *Higher Education

Identifiers—*Candidate in Philosophy Degree, University of California Berkeley

The pros and cons of formally recognizing the achievement of candidacy status by awarding a Candidate in Philosophy degree are discussed. The purpose of the study is to explore both the institutional economic impact of the new degree and to determine whether the University of California at Berkeley created a net benefit by what appeared to be a costless operation, i.e., certifying candidacy status. The author concludes that although marginal costs of the degrees were zero in terms of expenditures, there were costs to the public and students that outweigh benefits the degree might bring. The author also concludes that the degree does not seem to fulfill requirements for employment in the community college faculty market. A 21-item bibliography is included. (Author)

ED 081 394 HE 004 580

Adams, Robert F. Michaelsen, Jacob B.

Assessing the Benefits of Collegiate Structure: The Case at Santa Cruz.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-14

Pub Date Feb 71

Note—69p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Administration, *Departments, *Higher Education, Management, *Organizational Development, Research Projects, *School Organization

Identifiers—*University of California Santa Cruz

This report presents the preliminary results of an effort to identify and measure the benefits stemming from one kind of departure from the dominant departmental structure of the modern university. Because money costs of programs in higher education are easier to identify than benefits, a successful effort of this kind is a prerequisite to determining whether such a departure is worthwhile. Part one presents an economist's view of undergraduate education. Several of the possible outputs of higher education are described for the purpose of measuring the extent to which the structure of the Santa Cruz campus facilitates their production. Part two then reviews some major criticisms of structuralist reform. Part three looks at the organization and substance of undergraduate educational programs to see whether, in a collegiate university, significant educational programs can be mounted which are unlikely to arise elsewhere. Part four describes the collegiate structure of the Santa Cruz campus, beginning with a description of how decisions are made and closing with a set of hypotheses about the characteristics of Santa Cruz graduates. This is followed by an evaluation of the collegiate structure and with a specification and measurement of the benefits resulting from it. The paper concludes with some recommendations for supporting collegiate programs. (Author)

ED 081 395 HE 004 581

Held, Philip J.

The Migration of the 1955-1965 Graduates of American Medical Schools.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-35

Pub Date Jan 73

Note—186p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Educational Finance, Employment Patterns, Health Occupations, *Higher Education, Medical Schools, Medical Students, *Migration Patterns, Mobility, Models, *Occupational Mobility, *Physicians

The movement and location patterns of recent medical school graduates is analyzed within the context of overall demographic, social and economic changes occurring within the U.S. Special emphasis is given to the role of medical training institutions and State financing policies of medical schools. Estimates are provided of the number of physicians locating in a state as a result of a unilateral increase in that State's public medical school graduates. The author concludes that physician movements are similar in many ways to the overall white male migration within the U.S. The analysis of the biographic history of eleven years of medical school graduates showed that the relationship between place of practice and certain institutional factors is more complex than is commonly believed. A quantitative model is generated to test theories about factors affecting physician migration. This model is then used to estimate the effect of alternative State and national policies to effect physician migration. A bibliography is included. (Author)

ED 081 396 HE 004 583

Winslow, Frederic D.

The Capital Costs Of A University.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-9

Pub Date Jan 71

Note—91p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Capital, *Costs, Decision Making, Educational Economics, Educational Finance, *Higher Education, *Universities

Identifiers—*University of California Irvine

This study examines the capital cost component of higher education. The focus is on data related to the capital stock of the University of California. A conceptual framework is provided as a method for analyzing three types of choices facing university decisionmakers. These choices concern: (1) the relative size of various educational programs by level and discipline; (2) the relative emphasis of instruction and research; and (3) the amount of support capital for administrative and service functions. Chapter two contains definitions of capital and depreciation and provides a conceptual approach to the measurement of capital costs. A theory is developed and applied in a descriptive analysis of measures of capital stock and capital costs based on the Irvine campus of the University of California. (Author/MJM)

ED 081 397 HE 004 584

Rowe, Stephen M. And Others

A Control Theory Solution to Optimal Faculty Staffing.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-11

Pub Date Nov 70

Note—68p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Faculty, *Employment Patterns, *Faculty Promotion, *Higher Education, Mathematical Models, Research Projects, *Resource Allocations, Staff Utilization

This study investigates the resource allocation problem of faculty hiring and promotion patterns using the techniques of optimal control theory. The mathematical structure of an academic faculty is described by a linear dynamic model whose parameters were estimated from actual data by two different techniques. The principal characteristics of the faculty system considered are: (1) linear system propagation; (2) a convex preference function to rank the relative values of varying the states of the system; and (3) four state variables and four control variables including the stocks and flows of (a) full professors, (b) associate professors, (c) assistant professors, and (d) instructors. The specific approach adopted for this investigation assumes that the promotion policies and attrition rates of faculty members are relatively fixed over the short run and the only variables left open to achieve a desired faculty structure are the institutional hiring policies. Under these conditions, the optimal open loop faculty hiring paths are calculated and their sensitivity is investigated. The study concludes by investigating and evaluating several solution procedures. (Author)

ED 081 398 HE 004 585

Keller, John E.

Higher Education Objectives; Measures of Performance and Effectiveness.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-7

Pub Date May 70

Note—21p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Objectives, *Higher Education, *Instructional Systems, Measurement Techniques, *Performance Factors, *Program Effectiveness, Program Evaluation

This paper defines and clarifies aspects of the problem of measuring the outputs and objectives of higher education. The author proposes some standard terminology and introduces in a relatively unstructured way some ideas which may stimulate more systematic and critical thinking on the problem of measures of outputs and objectives. The attention of the paper is confined to the question of measures for the instructional process. Definitions of the concepts of effectiveness, outputs, benefits and efficiency and value-added are posted. They, using these definitions, the author describes an analytic comparison system for measuring instructional efficiency. First, he examines the question of total costs and total benefits which result from instruction in a particular field in a given institution among degree programs at various levels. He then postulates an second level of comparison concerning degree work at a given level within a given institution but covering different fields. Analysis of this sort might reveal a determinable relationship between resources invested and quality of output. The form of this relationship would be of considerable interest in that institutions would have some rough idea of the cost of changing their output quality indices. (Author)

ED 081 399 HE 004 586
Smith, Donovan E. Wagner, W. Gary
SPACE: Space Planning and Cost Estimating Model for Higher Education.
California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.
Spons Agency—Ford Foundation, New York, N.Y.
Report No—Pap-P-34
Pub Date Jul 72
Note—83p.
Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720 (single copies free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Problems, *Computer Programs, Costs, Educational Finance, *Estimated Costs, *Facility Utilization Research, *Higher Education, Models, *Operating Expenses, Planning (Facilities), Scheduling, Simulation, Space, Space Utilization
This paper presents SPACE, a space planning and cost estimating simulation model designed to allow analysis of alternative class scheduling patterns and their consequent resource demands. Several illustrative examples of the model's use are given, with documentation of the validation procedures using data from the University of California. The examples show that changes in class scheduling patterns have no significant effect on total operating and capital costs. A listing of the computer program and the input data specifications are included in the appendix. (Author)

ED 081 400 HE 004 587
Jewett, James E.
College Admissions Planning: Use of a Student Segmentation Model.
California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.
Spons Agency—Ford Foundation, New York, N.Y.
Report No—Pap-P-23
Pub Date Nov 71
Note—98p.
Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720 (single copies free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Admission (School), Admission Criteria, Educational Administration, *Educational Objectives, *Educational Planning, *Higher Education, Models, Student Application
A major administrative and research need is the explicit integration of behavioral educational objectives, such as student body quality or student academic success, with present college costing and planning models. With this objective in mind, this study develops a freshman admissions planning model which classifies high school graduates by financial aid needed, verbal aptitude, and sex. This admissions model is used to illustrate policy alternatives with exemplary information from Ohio Wesleyan University. The market segmentation framework furnishes a unified approach to evaluate trade-offs between alternate policy strategies for tuition, financial aid, and admit/not-admit decisions. The inclusion of short-run recruitment decisions and the integration of the segmentation model with present resource planning models are natural extensions of this research. Futhermore, this segmentation model is useful in studying many national higher education problems of student access in addition to admission planning for individual colleges. (Author)

ED 081 401 HE 004 588
Breneman, David W., Ed.
Internal Pricing Within the University - A Conference Report.
California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.
Spons Agency—Ford Foundation, New York, N.Y.
Report No—Pap-P-24
Pub Date Dec 71
Note—101p.
Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720 (single copies free)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Conference Reports, Cost Effectiveness, *Educational Administration, *Educational Finance, *Educational Planning, *Higher Education, Planning (Facilities), *Resource Allocations, Space Utilization, Universities
This report describes the proceedings of a Conference on Internal Pricing for University Resource Allocation held in Berkeley, California, July 7-9, 1971. The conference was attended by approximately 25 economists and university administrators, who were organized into panels to discuss the theory and implementation of internal pricing. The report is organized as follows: Section I presents an introduction to the material. Section II contains a background paper prepared by the editor and distributed to the participants in advance of the workshop; this paper provides the focus for the topic and also describes the formal organization of the conference. Section III summarized the major ideas, issues, agreements and disagreements that emerged in the course of the two and one-half day sessions. Section IV is an analytic critique of internal pricing and an agenda of issues for the future. Appendices include: a plan for a pilot project in pricing university space; notes on university resource allocation; a structural analysis of the university resource allocation problem; and a paper on internal pricing at an institution of higher education; implementation, planning and information needs. (Author)

ED 081 402 HE 004 589
Geoffrion, A. M. And Others
Academic Departmental Management: An Application of an Interactive Multicriterion Optimization Approach.
California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.
Spons Agency—Ford Foundation, New York, N.Y.
Report No—Pap-P-25
Pub Date Oct 71
Note—32p.
Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720 (single copies free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Organization, *Administrative Problems, Chief Administrators, *Decision Making Skills, Departments, *Educational Administration, Graduate Study, *Higher Education, Models, *Resource Allocations
This paper presents the conceptual development and application of a new interactive approach for multicriterion optimization to the aggregate operating problem of an academic department. This approach provides a mechanism for assisting an administrator in determing resource allocation decisions and only requires local trade-off and preference information about his objectives and values. This interactive approach is described in the context of a specific mathematical programming algorithm (the Frank-Wolfe method). The mathematical model of the operations of an academic department is then detailed. A numerical example of the use of this model coupled with the interaction procedure is provided. This example is taken from actual experience with a pilot implementation of the approach for the Graduate School of Management at UCLA, where the authors are attempting to install it as a permanent decisionmaking model. The authors conclude that the approach used here will permit the successful treatment of many other problems in higher education not previously considered amenable to solution via mathematical programming due to the multiciplicity of criteria. (Author)

ED 081 403 HE 004 617
Barton, Allen H.
The Columbia Crisis: Campus, Vietnam, and the Ghetto. A Survey of Student and Faculty Attitudes and Behavior at Columbia University.
Columbia Univ., New York, N.Y. Bureau of Applied Social Research.
Pub Date 1 Jul 68
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, *Administrative Problems, *Demonstrations (Civil), Dissent, Faculty, *Higher Education, Political Attitudes, Student School Relationship, *Surveys, Teacher Attitudes
Identifiers—*Columbia University
In this survey of student and faculty attitudes and behavior concerning the crisis at Columbia University, a sample of 2,000 faculty and 1/5 of the student body registered in the college and the graduate and professional schools at the Morningside campus were sent questionnaires. The purpose of the questionnaire was to find out their experiences and their opinions about what had been taking place. A summary of the results included: (1) Only a small minority favored the tactic of the demonstrators; a majority favor some of their major stated goals, and advocate wide extension of faculty, student, and neighborhood resident participation in university policymaking. (2) The great majority of students and faculty believe that the police action involved excessive police violence, although opinions vary about how widespread the violence was. (3) The effect of the police action was to increase acceptance of the sit-in demonstrations as justified by the small majority to a somewhat larger minority of both faculty and students. (4) The administration is widely criticized for not negotiating further, but there is widespread mistrust of the demonstrations' leaders. (5) The crisis greatly increased communications within the university. (Author)

ED 081 404 HE 004 624
Dutton, Jeffrey E.
Courses and Enrollment in Ethnic/Racial Studies.
American Council on Education, Washington, D.C. Higher Education Panel.
Pub Date 18 Aug 73
Note—29p.; Survey Number 14
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Organization, Enrollment Trends, *Ethnic Studies, *Higher Education, Research Projects, *Undergraduate Study
This study was designed to obtain estimates of what opportunities are now available, via organized courses and degree offerings at the undergraduate level, for students to gain a better understanding of certain ethnic and racial groups, and to determine the extent to which students avail themselves of these opportunities. A questionnaire was sent to 519 Higher Education Panel member institutions, a 20% sample of the relevant population of 2,578 institutions in the United States. Usable responses from 86.9% of the sample indicated that approximately 61% of all institutions offered at least one course in one or more of the ethnic studies in the fall 1972 term. Black studies accounted for the greatest proportion of course offerings in ethnic studies. It also generated the greatest numbers of courses and the largest enrollments. Appendices include statistical data and related material. (Author)

ED 081 405 HE 004 625
Aleamoni, Lawrence M. Hexner, Pamela Z.
The Effect of Different Sets of Instructions on Student Course and Instructor Evaluation.
Illinois Univ., Urbana. Office of Instructional Resources.
Report No—RR-339
Pub Date May 73
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Evaluation, Evaluation, Evaluation Methods, *Higher Education, *Measurement Techniques, Questionnaires, *Student Opinion, Teacher Evaluation, *Validity
Two groups of students registered in the fall and spring semesters, respectively, of an undergraduate history course taught by the same instructor, evaluated the course by means of the Illinois Course Evaluation Questionnaire. Students registered in the spring were informed that the results of the evaluation would be used for consideration of the promotion and advancement of the instructor, while students registered in the fall were not provided this information. The 224 results indicated that students who were given this information rated the course more favorably on all aspects than students lacking this information. The results do suggest that the instructions and the information about the aims of a course evaluation that students are provided prior to the completion of an evaluation are important variables that will have to be considered in future administration of any course evaluation. (Author)

ED 081 406 HE 004 633
Smith, Edwin R. And Others
Fringe Benefits for Non-Teaching Employees in American Universities.
West Virginia Univ., Morgantown.
Spons Agency—West Virginia Univ. Foundation.
Pub Date 73
Note—24p.

Available from—West Virginia University Book Store, Mountainlair, West Virginia University, Morgantown, West Virginia 26506 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Employees, *Employer Employee Relationship, Employment, *Fringe Benefits, *Higher Education, Personnel, *Personnel Policy, *Surveys

A survey was undertaken by the Office of Institutional Research and the Department of Education Administration at West Virginia University to determine the range, alternatives, norms, and other major administration considerations relative to fringe benefits available to nonteaching employees in major American universities. A copy of the nonteaching employee handbook or policy statement in effect for the 1972-73 academic year was requested from 103 public and private universities. Eighty-four replies were received. A broad range of opportunities for employees was found in the handbooks. The investigators followed a guideline whereby they differentiated between a benefit and an opportunity. If a service or opportunity was made available to an employee free, or at a rate less than that available to the general public, it was not designated as a fringe benefit. The various benefits were placed into four major economic classifications: retirement, leave, insurance, and other economic benefits. The main purpose of this research was to ascertain the range, alternatives, and norms of the four major economic considerations. This booklet should be a valuable source for use in formal or informal negotiations with nonteaching employees. (Author)

ED 081 407 HE 004 634
The Church--The Student--And The Future.
Lutheran Educational Conference of North America, Washington, D.C.
Pub Date Jan 73
Note—53p.; Paper and proceedings of the 59th annual convention, Lutheran Educational Conference of North America, San Francisco, California, January 73
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Church Related Colleges, Conference Reports, *Educational Administration, Educational Finance, *Educational Objectives, Educational Planning, Educational Programs, *Higher Education, Policy Formation, *Private Colleges, Student Attitudes

This document contains the papers and proceedings of the 59th annual convention of the Lutheran Education Conference of North America. The purpose of the conference was to consider problems in higher education, especially those related to Lutheran higher education. Further, it seeks to share information, suggest strategy, and assist member institutions in their programs. The president's report concerns the effectiveness of church colleges in the future and the changes necessary to improve their image. The attitudes of Lutherans towards church colleges is treated in the second paper. Following these papers are summaries of research projects on "The Changing Attitudes of College Students and Implications for Church Related Colleges" and Religious Behavior and American Society." Also included is the Secretary-Treasurer's report on membership, budget, and enrollment. The document contains a record of conventions and officers, and institutional presidents. (Author/PG)

ED 081 408 HE 004 639
Mednick, Martha T.
Motivational and Personality Factors Related to Career Goals of Black College Women. Final Report.
Howard Univ., Washington, D.C.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Pub Date 73
Note—135p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Career Choice, Goal Orientation, *Higher Education, *Negroes, *Occupational Aspiration, Personality Studies, Surveys, *Womens Education

The major purpose of this study was to explore the innovativeness of the career goals of black college women as related to selected background, attitudinal, and motivational factors. The level of career aspirations of black college women was investigated. Level of aspiration was defined as the extent to which a career choice was nontraditional for women. All 413 subjects of this survey were paid volunteers. The level of aspiration was found to be unrelated to achievement related motivation. Innovators and traditionals were similar in their sex role attitudes; they planned to combine family and career goals in a two-role model. Innovative women perceived their careers in terms of self-fulfillment. Questionnaire and fantasy measures were used. Appendices include the method of procedure, list of major fields and occupational aspirations, the survey instrument and references. (Author/PG)

JC

ED 081 409 JC 730 193
Schaumburg, Gary F.
An Evaluation of a Self-Paced Approach to Elementary Chemistry Instruction.
Cerritos Coll., Norwalk, Calif. Office of Institutional Research.
Pub Date 73
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Chemistry Instruction, *College Students, *Comparative Analysis, *Dropout Research, Followup Studies, *Institutional Research, Junior Colleges, Post Secondary Education, *Program Evaluation, Teaching Techniques, Technical Reports
Identifiers—*Cerritos College

The objectives of this study were: (1) to compare retention rates between self-paced (SP) and classical lecture (CL) chemistry students as measured by the proportion of students who received a withdrawal or unofficial withdrawal grade; (2) as indicated by the distribution of final grades, to compare student achievement between SP and CL students; and (3) to conduct a follow-up study as to what happens to Chemistry 2 students after they complete or withdraw from the course. To carry out the study objectives, grade reports and current enrollment status records were obtained for all students who had enrolled in an SP or CL Chemistry 2 course during the Spring and Fall 1971. Results of the study showed that: (1) the withdrawal rate was significantly greater with the SP approach than with the CL approach; (2) significantly more CL students attained successful achievement; (3) the proportion of students earning the highest grades was higher for the SP group; (4) a significantly higher proportion of CL Chemistry 2 students enrolled in General Chemistry; (5) a greater proportion of SP students passed General Chemistry; (6) a greater proportion of SP students attained successful achievement in General Chemistry; (7) a significantly greater proportion of SP Chemistry 2 withdrawals re-enrolled in Chemistry 2; and (8) the "net withdrawal rate" for the SP students was significantly greater. An appendix provides a table of 11 SP re-enrollees who passed Chemistry 2 the second enrollment. (DB)

ED 081 410 JC 730 194
Schaumburg, Gary F.
Follow-up of Potential Students Who Did Not Complete Registration at Cerritos College, Fall 1972 [and] Follow-up Survey of "No-Shows"; Cerritos College, Fall 1972.
Cerritos Coll., Norwalk, Calif. Office of Institutional Research.
Pub Date 73
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, *Followup Studies, *Institutional Research, *Junior Colleges, Post Secondary Education, *Questionnaires, *Student Enrollment, Technical Reports
Identifiers—*Cerritos College

The purpose of the present study was to gain some insight as to why students initiate but do not complete registration at Cerritos College. A sample of 1,275 were identified as not having completed the registration process preceding the Fall semester, 1972. A postage-paid postcard questionnaire was sent to each of these students; 28% were completed and returned. The results suggest that: (1) apparently the major reason why some potential students do not complete registration is that they are unable to take the course they desire at a time that fits their schedule; (2) about 24% of those who did return the questionnaire attended another two-year college or four-year school the same semester; (3) of the "other" reasons for not completing registration, the four most frequently cited were: (a) "Personal, health, or family problems"; (b) "In military service"; (c) "Moved or out of state"; and (d) "Money problems." In addition, 40% stated they were considering enrolling in the Spring, and 49% said they were not. (Author)

ED 081 411 JC 730 195
Community College Faculty Development.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73
Note—23p.; Brief prepared for the American Association of Community and Junior Colleges 1973 Assembly: "New Staff for New Students" (Warrenton, Virginia, November 29-December 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, *College Faculty, *Community Colleges, Higher Education, Inservice Teacher Education, *Junior Colleges, Post Secondary Education, Preservice Education, *Student Teacher Relationship, *Teacher Education

This review offers an overview of community and junior college teacher preparation, emphasizing special and different types of programs that have been operated or proposed. The types of programs discussed are preservice teacher education programs, in-service training and programs, and programs to prepare teachers to work with the disadvantaged student. The bibliography for the review is comprised of pertinent ERIC documents (1966 to present), books, and journal articles. (DB)

ED 081 412 JC 730 196
Ogilvie, William K., Ed.
Northern Illinois University of Abstracts of Graduate Studies on the Community (Junior) College 1972-73.
Northern Illinois Univ., De Kalb. Coll. of Education.
Pub Date 73
Note—93p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstracts, *Community Colleges, *Educational Research, *Graduate Study, *Institutional Research, *Junior Colleges, Post Secondary Education
Identifiers—*Northern Illinois University

Research summaries of 29 studies in the area of the community (junior) college, completed by Northern Illinois University graduate students during the years 1972-73, are provided. The papers discuss teaching loads, career education planning, Asian studies, student characteristics, reading improvement program effectiveness, instructor attitudes, student enrollment, transfer student data, academic advisement, personality types as related to reading achievement, predicting academic progress, an academic/experiental approach to general education, role conceptions of counselors, instructional evaluation by students, student-inmate reactions to instructional program, a survey of testing programs, instructor evaluation, desirable preparation of instructors of business, major issues in education for business, administrator reaction to graduate study, characteristics of fourth-semester day students, newswriting proficiency of journalism students, characteristics of foreign language students, providing for the superior student, use of behavioral objectives, a survey of data processing, and a history of the public junior college in Illinois from 1900-1965. (DB)

ED 081 413 JC 730 197
Sepe, Thomas D. Connolly, John J.
An Analysis of Student Attitudes toward Divergent Modes of Instruction: Implications for Individualized Instruction.
Harford Community Coll., Bel Air, Md.
Pub Date Feb 73
Note—18p.; Paper presented at Annual Meeting of American Education Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, *Community Colleges, Comparative Analysis, *Educational Research, Post Secondary Education, Research

Methodology, Speeches, *Student Attitudes, *Teaching Methods, Technical Reports
Identifiers—*Harford Community College, Maryland

The preferences of students for the learning environments and roles they must assume under two divergent instructional models--traditional group-oriented instruction and the self-instructional models--were examined. The study was conducted in two phases; Phase I focused on answering the questions concerning the convergence or divergence of student preference and the relationship of student characteristics to instructional choice; and Phase II undertook the investigation of student preferences for specific characteristics of each instructional model. Five descriptions for each instructional model were presented to two student samples at Harford Community College--219 freshmen and sophomores and 158 first-time freshmen--in Phase I. The model descriptions were modified for Phase II to produce a forced-choice questionnaire, containing eight pairs of statement describing comparable characteristics of each model, which was administered to four classes at four community colleges, a total sample of 384 students. The results of Phase I indicated that the students' preferences for instructional models divided the sample into two nearly equal groups. No significant relationship was found for age, sex, quality point index, major, grade expected, or self-rating of ability. The most prominent reason given for selecting the self-instructional model was the self-pacing characteristic, and that for the traditional model was the group emphasis. Phase II results showed that for seven of the eight pairs of characteristics, the students preferred the self-instructional model characteristics. Tables provide the study data. (DB)

ED 081 414 JC 730 198

Evaluation of Administrators [and] Practices for Evaluating Administrators, Guidelines and Procedures for Evaluation of Regular (Tenured) Administrators.

Napa Coll., Calif.
Pub Date 73
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Evaluation, *College Administration, *Evaluation Criteria, *Evaluation Techniques, Guides, Higher Education, Post Secondary Education, *Rating Scales

Procedures for evaluating college administrators are provided. The first evaluation relates to the administrator's skill in bringing about optimum development, progress, and attainment of students. Standard forms for the evaluation of the college president, associate dean of instruction, and assistant dean of student activities are then discussed, followed by a description of a proposed design for evaluating administrators by use of standard evaluation instruments. Practices for evaluating administrators are then presented as to purpose, procedures, and standards. The last section of the paper presents guidelines and procedures for evaluation of regular (tenured) administrators. These guidelines cover the formation of evaluating team and principles of procedure, mode of evaluation (by steps), bases for evaluation, and form and disposal of evaluative findings. (DB)

ED 081 415 JC 730 199

Ross, Sandra F.

A Study to Determine the Effect of Peer Tutoring on the Reading Efficiency and Self Concept of Disadvantaged Community College Freshmen: Final Report.

Tarrant County Junior Coll. District, Ft. Worth, Tex.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-1-F-065
Pub Date Oct 72
Contract—OEC-6-71-0542(509)
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Freshmen, *Compensatory Education Programs, *Disadvantaged Youth, Educational Research, *Junior Colleges, *Peer Teaching, Post Secondary Education, *Remedial Reading Programs, Research Methodology, *Self Concept Tests, Student Testing, Technical Reports, Tutoring
Identifiers—Sequential Test of Educational Progress Reading, *Tarrant County Junior College, Tennessee Self Concept Scale

This research was conducted within a one-year compensatory or basic studies program for college freshmen at Tarrant County Junior College, South Campus, Fort Worth, Texas. Students enrolled in the same reading course served as tutors and tutees in the classroom. The peer tutors were second-semester students and the tutees were first-semester students. Weekly in-service training meetings were conducted for the tutors who were paid to attend in addition to being paid for two hours per week of tutoring. All groups made gains in reading as well as self-concept. The greatest gains were made by the Spring tutors who had been tutees and by their tutees who had the advantage of the "experienced" tutors. Over a period of two semesters the tutees-who-became-tutors gained 34 percentiles on the Sequential Test of Educational Progress-Reading and 15 points on the Tennessee Self-Concept Scale. Students made better reading and self-concept gains in the role of teacher than in the role of student. Students receiving instruction from experienced tutors made slightly better gains than students paired with inexperienced tutors. (Author)

ED 081 416 JC 730 200

Zane, Lawrence F. H., Ed.

Institute for Advanced Study in Vocational-Technical Education: Collaborative Roles and Functions of Occupational Education Programs (Honolulu, Hawaii, October 1972-June 1973). Final Report.

Hawaii Univ., Honolulu. Dept. of Curriculum and Instruction.
Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.
Bureau No—002518
Pub Date 73
Grant—OEG-0-70-1970(725)
Note—222p.; Education Professions Development Act, Part F, Section 533
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Articulation (Program), *College High School Cooperation, *Community Colleges, Institutes (Training Programs), Post Secondary Education, Secondary Grades, Seminars, *Technical Education, Technical Reports, *Vocational Education, Workshops
Identifiers—*Hawaii

The overall purpose of this institute was to provide opportunity for participants to update their knowledge of national, regional, and local occupational programs and trends and to provide an opportunity for them to meet and share program content and prepare written articulation agreements between the community colleges and the State Department of Education. The program provided team activities, seminars, group and individual activities in four occupational areas (Automotive-Mechanics, Business Education, Drafting, and Food Services Occupations). The program of study included three major phases. Phase I was an orientation and familiarization with selected occupational education programs; Phase II was a seminar and conference program to share documents prepared and/or distributed in Phase I and to arrive at common goals and objectives for each course; Phase IIA was a series of four island-wide workshops to present and review the written recommendations developed in Phase II to larger audiences; Phase III was a seminar and conference program to prepare final drafts of team recommendations in the form of an agreement, one for each area; and Phase IIIA was a program of information dissemination. The sections of the report are Collaborative Roles and Functions of Occupational Education Programs between Secondary and Post-Secondary Schools; Summary of Recommendations; Team Reports; and Appendices (Evaluation, Additional Attendants by Island, and Brochure Copy). (DB)

ED 081 417 JC 730 201

Scigliano, John A. Barton, George M.

Practicums: National Ed.D. Program for Community College Faculty [and] Nova University National Ed.D. Program for Community College Faculty.

Nova Univ., Fort Lauderdale, Fla.
Pub Date 73
Note—33p.
Available from—Nova University Press, Fort Lauderdale, Florida
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Education, Change Agents, College Faculty, Community Colleges, *Graduate Study, Guides, Higher Education, *Inservice Programs, *Practicums, Problem Solving, Program Descriptions, Research Proposals, *Teacher Education
Identifiers—*Nova University

The practicum process at Nova University is designed to enable the participants in the Ed.D. Program for Community College Administrators and Faculty to investigate an educational problem at his or her own institution, and to reach conclusions and offer recommendations related to effecting a change at the institution. The primary purpose of this guide is to explain what Nova University expects of the practicum participants and to provide guidelines in the preparation of practicum proposals and the final report. The guide is organized into the following sections: Introduction; What Is a Practicum; Selection of Practicum Topics (curriculum development, applied educational research and evaluation, college governance, learning theory and applications, societal factors, or educational policy systems); Examples of Practicum Topics; Joint Practicums (groups of two or three participants); Practicum Proposal (submission, evaluation, format, title page, and check sheet); and Final Practicum Reports (submission, format, title page, evaluation, submission of abstract, style manual, and peer signature sheet). (DB)

ED 081 418 JC 730 202

Hargis, W. Douglas Blocker, Clyde E.

Philanthropy to Junior Colleges. A Comparative Study: 1960-63 and 1968-71. Research Report No. 14.

Harrisburg Area Community Coll., Pa.
Report No—RR-14
Pub Date 73
Note—71p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Comparative Analysis, *Data Collection, *Educational Research, Financial Support, *Junior Colleges, Post Secondary Education, *Private Financial Support, Questionnaires, Tables (Data)

Data collected in 1960-63 on private philanthropic support to junior colleges are compared with data collected in 1968-71. Questionnaires were mailed during 1968-71 to 1,091 junior colleges in the United States; 650 schools responded with usable data. Of these schools, 546 were publicly supported, 52 were independent, and 52 were church-related. Over the period of the study, 1968-71, the 546 public colleges received $139,967,100 in philanthropic funds, averaging $256,350 per school for the three-year period and a yearly average income of $85,450. The 52 independent and 52 church-related colleges collectively reported receiving $131,077,800 over the same three-year period; their average income was $1,242,416 and $1,278,312, respectively; and their annual income was $414,139 for independent institutions and $426,104 for church-related colleges. As a total group, the 650 colleges reported $271,044,900 income from philanthropy, which represents a 328% increase over the funds reported in the 1960-63 study. The study data are presented in 57 tables. In the report appendix, the purpose of the study, definition of terms, and a copy of the questionnaire used are provided. (DB)

ED 081 419 JC 730 203

Heinkel, Otto A.

Development of Management and Information System Skills for Vocational Education in California Community Colleges. Final Project Report.

California Community Colleges, Sacramento. Office of the Chancellor.; San Diego Community Coll. District, Calif. Research Office.
Report No—R-73-1
Pub Date 72
Note—158p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Community Colleges, Leadership Training, *Management Education, Management Systems, Models, Post Secondary Education, Problem Solving, Professional Continuing Education, Program Evaluation, Skill Development, *Systems Approach, Technical Reports, *Training Techniques, *Vocational Education
Identifiers—*California

Fifteen California community colleges participated in a program designed to develop and demonstrate a training and internship model that

would provide skilled, experienced project managers, especially at the levels of dean and assistant dean, for occupational education in the state's community colleges. Research was conducted to produce a management system and procedures training model with resource materials to serve as an operational guide for a continuing program to develop professional management skills in occupational education leaders. During the initial year of the study, 18 occupational education leaders received training in producing comprehensive system plans for accomplishing practical projects compatible with state and local priority needs. Instruction was provided by a panel of university management specialists and independent consultants, and emphasized product development rather than theoretical training. The consulting team focused upon system approach concepts of product development, with the participants' skill development as a spin-off. A continuous and objective assessment of participant feedback reflected the program's initial success. Through data collection, it was found that the project participants rated the consultant team highly. Management functions were accomplished, and the project met its objective of producing 15 skilled occupational education leaders. (Author/DB)

ED 081 420 JC 730 204

Heinkel, Otto A. Tepedino, Francis J.

An Assessment of the Marine Industry and Marine Technology Programs in Community Colleges in San Diego County. Final Project Report.

California Community Colleges, Sacramento. Office of the Chancellor.; San Diego Community Coll. District, Calif. Research Office.

Report No—R-73-2

Pub Date 72

Note—75p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Colleges, Educational Research, Evaluation Techniques, Industry, *Job Market, *Marine Technicians, Models, *Program Evaluation, Surveys, Technical Reports, *Vocational Education

Identifiers—*San Diego County

This study was a direct response to a 1970 resolution by the California Community College Board of Governors that all community college districts refrain from implementing any new programs in the area of specialized training for marine technicians until the success of existing programs could be evaluated. A needs assessment survey was conducted to measure the gap between marine technology education and the related market. Present training requirements for marine technology were established, and a needs assessment model resulted. Results of the study showed: (1) marine technology instructors have fallen behind in their perceptions of the skills required by marine technicians and those skills found to be necessary in actual job situations; (2) the term "marine technician" is not understood by industry; (3) existing occupations programs can be augmented to serve marine technology requirements with the specific addition of a unit on marine applications; (4) continuing liaison between educational institutions and industry should be maintained; (5) subject matter, instructional methods, and length of course should be adapted to student/job requirements; (6) students should be told of job scarcity, alternative job choices, and the advantages of acquiring general skills that are applicable to particular marine jobs; and (7) counseling in the colleges should be strengthened to inform students of limited job openings, and to urge marine technology students to consider alternative jobs. (Author/DB)

ED 081 421 JC 730 205

Anderson, Robert A., Jr.

Paraprofessionals in Washington Community Colleges.

Pub Date 28 Dec 72

Note—5p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Colleges, *Guidance Counseling, *Job Skills, Job Training, *Paraprofessional School Personnel, Personnel Selection, *School Surveys, Subprofessionals, Technical Reports

Identifiers—*Washington State

Results of a survey of 23 community colleges in Washington State in regard to the use of potential use of paraprofessionals in the area of guidance and counseling are provided. Of these colleges, 6 were using paraprofessionals, 1 was planning to add two, 11 planned to add paraprofessionals "when their budget allowed," and 5 reported no plans for including paraprofessionals. The functions assigned to paraprofessionals currently on staff were varied; these included information giving, scheduling/advising, receptionist, data-control test coordination, administration and scoring, admissions, distribution of occupational-educational information, and a number of other duties. Contractual arrangements for the six institutions that had paraprofessionals varied. The educational preparation of the paraprofessionals ranged from a currently enrolled student to one who had completed a Master's Degree in higher education and counseling. In a similar survey of 23 Deans of Instruction of community colleges, there were significantly more paraprofessionals reported to be performing functions in the instructional programs, ranging from a high of 23 in the system to 1. It appeared that a majority of the paraprofessional positions were held by work-study students or students hired through some type of institutional fund. Common definitions for paraprofessionals presently exist that may be used as guidelines for community colleges. Four models for identifying the role of the paraprofessional, as advanced by Dr. Jane Matson, are provided. (DB)

ED 081 422 JC 730 206

Binsacca, Judy

Veterans Outreach: Suggestions for an Effective Outreach Program for Colleges.

California Univ., Los Angeles. Western Center for Veterans Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—40p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Colleges, *Disadvantaged Groups, Higher Education, *Junior Colleges, Manuals, Post Secondary Education, *Program Development, Student Characteristics, *Veterans Education

Identifiers—*Veterans Outreach

Methods and techniques that have been tried and found successful by a number of Veterans' Upward Bound programs in the Outreach programs are provided in this manual. An institution's Outreach program is responsible for locating and contacting educationally and economically disadvantaged veterans, both men and women, to make them aware of the benefits and services they are entitled to as veterans, and to offer them an alternative life style as a college prep student. Specifically, the target group of veterans at whom the Outreach program is directed includes: (1) those who have not graduated from high school and do not have a GED; (2) high school graduates and those with a GED who need refresher courses to overcome academic deficiencies that would keep them from being successful in college; and (3) unemployed and underemployed veterans who had not intended to continue their education because their social, economic, or educational background discouraged or prevented them from doing so. The manual provides sections on Administration and Staff Organization (The Institutional Relationship, Staff Organization, Field Worker Training, and Facilities), Recruitment (Initial Contact, Sources of Veterans, Promotion and Publicity, and Initial Interview), Outreach and Referral (Financial Aids, Campus Services, Governmental Services, Veteran Related Groups, and Community Based Groups), and Follow Through and Evaluation. Suggested reference materials are listed. (DB)

ED 081 423 JC 730 207

Earl, Mary

Veterans Guidance and Counseling: Suggestions for an Effective Veterans Program for Colleges.

California Univ., Los Angeles. Western Center for Veterans Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—72p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Programs, *Counselor Role, *Guidance Counseling, Higher Education, Manuals, Post Secondary Education, Professional Continuing Education, *Resource Materials, *Veterans Education

This manual presents a perspective on counseling in veteran's education, and includes information and ideas for colleges to assist veterans in preparing for and entering higher education. The sections of the manual are: The Target Population; Program Objectives and Organization (Functions of Guidance and Counseling, Who Is a Counselor, Counselor Selection and Evaluation, and Continuing Education for Counselors); The Counselor and the Veteran-Student (Initial Contact and interview, and Building Resources for Counseling); Information for Counseling Veterans (Establishing a Referral System; Governmental, Community, and Private Assistance; Documents and Evidence; Placement and Availability of Part-Time Employment; Scholarships and Financial Aids; Student Loans; Budgeting and Financial Management; and Veterans Administration Benefits); Resources for Guidance and Counseling (Library Materials; The Place of Testing in Counseling; Interest, Attitude, and Value Inventories; Materials for Student Self-Inquiry; and Group Guidance and Counseling); and Summary. Appendixes provided Projecting Staff Size, Selected VA Forms and Instructions, and Tests and inventories. Reference materials and community resource directories are included. (DB)

ED 081 424 JC 730 208

Smart, John C. Rodgers, Samuel A.

Community Colleges with Collective Bargaining Agreements: Are They Different?

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Collective Bargaining, *Community Colleges, *Comparative Analysis, *Educational Research, Post Secondary Education, Statistical Analysis, Technical Reports

The absence of data-based research on the collective bargaining movement is surprising given the potential significance of this issue to the academic community. The purpose of this study is to show that community colleges can be differentiated on the basis of the particular collective bargaining representative selected and, furthermore, that those affiliated with one bargaining representative are different from community colleges which are not affiliated with any bargaining representative. These institutional differences are presented, and their implications for both the collective bargaining and community college movements are discussed. (Author)

ED 081 425 JC 730 209

Frankel, Joanne

Junior College Faculty Job Satisfaction.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Oct 73

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Faculty, *Job Satisfaction, *Junior Colleges, Post Secondary Education, *Research Reviews (Publications), *Teacher Attitudes

Some of the research done to date concerning job satisfaction of junior college faculty is reviewed in this "Brief." Part I of the "Brief" describes four frameworks that have been applied to the analysis of job satisfaction: the traditional approach, the two-factor approach, the need hierarchy, and the cognitive dissonance approach. Part II describes the junior college as a workplace from three points of view: the traditional, the sociological, and the psychological. Finally, Part III catalogs the major job satisfaction and dissatisfactions perceived by junior college faculty members. (Author/DB)

ED 081 426 JC 730 210

Cohen, Arthur M.

Work Satisfaction among Junior College Faculty Members.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Nov 73

Note—8p.; Paper presented at annual meeting of California Educational Research Association (November 28-29, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Faculty, *Educational Research, *Job Satisfaction, *Junior Colleges, Research Reviews (Publications), Speeches, *Teacher Attitudes

Research conducted to determine whether two-year college faculty members are satisfied with their jobs is discussed. Following a review of studies made by other researchers, data collected in three different locations in the summer of 1973 are presented and discussed. The study population was comprised of 57 instructors from a small college in southern California, 19 instructors from nine colleges in an eastern state, and 146 instructors from a larger college in northern California. The three groups of instructors were asked to respond to questions on satisfaction and dissatisfaction. The responses showed that more than two-thirds of the California faculties and more than a half of the Eastern faculties revealed that their gaining satisfaction was related in some way to their students. Only about one-third of the instructors suggested that dissatisfaction was related to their students. The results suggest that interaction with students should be the chief intrinsic motivation. Thus, satisfaction can best be enhanced by removing obstacles to this interaction. This can be accomplished by providing for smaller classes, allocating aides to assist instructors with routine management chores, and providing economic security so that they are freed from concern in this area. (DB)

ED 081 427 JC 730 211

Carhart, John I. Collins, Charles C.

General Education at Los Medanos College: A Curricular Model.

Los Medanos Coll., Pleasant Hill, Calif.

Pub Date Aug 73

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Curriculum, *Community Colleges, *Curriculum Development, *General Education, *Integrated Curriculum, Interdisciplinary Approach, *Models, Post Secondary Education, Technical Reports

Identifiers—*Los Medanos College

Non-traditional courses recommended for the general education package at Los Medanos College are described. It is suggested that the core curriculum be six intra-disciplinary packages covering Behavioral Sciences, Social Sciences, Biological Sciences, Physical Sciences, Language Arts, and Humanistic Studies. Each semester, students would be expected to take one or two of these general education approaches to interrelated knowledge and to the overriding societal issues. All students would have concurrent or prior enrollment in a generic course along with enrollment in one, or possibly several, discipline courses. The generic course would attempt to extract the common principles and basic concepts of its respective disciplines, and would attempt to interrelate the disciplines within each category of knowledge, as well as extract the implications each field has for the societal threats to survival, e.g., population, nuclear war, national sovereignty, ecology, alienation, etc. The generic course would carry one unit of credit. The discipline courses would be traditional in that they would cover the essential and specific knowledge of the various disciplines, and would be innovative in that they would be heavily oriented toward individual and societal implications. Further, each discipline course would devote one hour of three to that which would be both supplementary and individualized. The discipline course would carry three units of credit. The intent of the curricular model is to bring the world in all its complexities to the minds of the students and to help them educate themselves to cope with its threats and enjoy its pleasures. (DB)

ED 081 428 JC 730 212

Bogart, Quentin J., Ed.

Proceedings: The Community College Conference (5th, February 8-9, 1973).

Arizona State Univ., Tempe. Bureau of Educational Research and Services.

Report No—ES-Bull-47

Pub Date May 73

Note—58p.

Available from—Bureau of Educational Research and Services, Arizona State University, Tempe, Arizona ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Planning, *Community Colleges, *Conference Reports, Federal Legislation, *Program Planning, *State Programs

The focus of the Fifth Community College Conference was on community college planning. The papers in these proceedings are: "Community College Planning and the Omnibus Higher Education Bill" by Dr. Joe B. Rushing, and "Community College Planning: The Changing Scene" by Dr. Leland L. Medsker. In addition, discussion summaries of six summary sessions are provided. Appendixes present Discussion Group Materials, a list of participants, and the roster of the planning and advisory committees. (DB)

ED 081 429 JC 730 213

A Feasibility Study for Inclusion of Mohave County Community College in the State Community College System of Arizona.

Northern Arizona Univ., Flagstaff. Educational Resources Management Center.

Spons Agency—Mohave Community Coll., Kingman, Ariz.

Pub Date Sep 73

Note—64p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Colleges, Data Collection, *Enrollment Projections, *Feasibility Studies, *Financial Support, Post Secondary Education, *Program Descriptions, Tables (Data), Technical Reports

Identifiers—*Mohave County Community College

The major purpose of this study was to accumulate and organize pertinent information relative to the future status and goals of Mohave County Community College. The major objectives of the survey were to: (1) describe the growth and development of the Mohave County Community College, (2) describe the present educational program of the college, (3) describe existing economic factors and population characteristics of Mohave County, (4) present information relative to present student characteristics, (5) project educational needs of the citizens of the county as they relate to the junior college, and (6) provide information for future growth and development of the college. The sections of the survey are: Mohave County (Educational Opportunities); History and Development (Finances, Facilities, Curriculum, Projection of Future Programs, Students); Potential Community College Students (Factors Relating to Potential Enrollment within the County, Factors Relating to Potential Enrollment from Outside Mohave County, Distribution of High School Students, and Potential Enrollment of High School Graduates); Financial Considerations (Capital Improvements, Operational Expenditures, Financial Resources, Potential Sources of Capital Improvement, Sources of Operating Revenue, and Cost Revenue Summary Analysis); and Summary and Major Recommendations. An appendix provides data on Course Offerings and Enrollment 1971-1972 and 1972-1973. (DB)

ED 081 430 JC 730 214

Bragg, Charles D. And Others

A Statistical Comparison of Selected Performances of Post-Developmental Students and Regular Students Enrolled in Credit Courses at Thomas Nelson Community College.

Nova Univ., Fort Lauderdale, Fla.

Pub Date Jul 73

Note—139p.; Presented in partial fulfillment of the requirements for the degree of Doctor of Education

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Academic Ability, *Academic Achievement, Community Colleges, *Compensatory Education, Developmental Programs, Doctoral Theses, Low Ability Students, Post Secondary Education, *Program Effectiveness, *Remedial Courses, Remedial Programs, Technical Reports

The Developmental Studies Division of Thomas Nelson Community College provides developmental verbal and mathematics courses to enable inadequately prepared students to obtain the necessary knowledge and basic skills for entry into an associate degree program. A study was conducted to determine if those students who complete the objectives of the developmental courses can successfully compete with regular students in beginning credit English and mathematics courses and in grade point average. Analysis of the data revealed that five of the post-developmental groups performed above the acceptable level of 2.000, but two of the groups did not. Students who scored low on the Comparative Guidance and Placement test in both verbal skills and reading seemed to perform unsatisfactorily after completing Developmental Studies; standards for students in the developmental program were not as high as those of instructors teaching credit courses. Developmental students performed as well as regular students only in one beginning English course and one beginning math course. The mean GPA of post-developmental students in five beginning credit courses was lower than the mean GPA of regular students in the same courses. The number of hours completed by a student was a function of his GPA. Greater success in terms of GPA was evidenced by those who completed Verbal Studies alone than by any other sample group studied. (Author/KM)

ED 081 431 JC 730 215

Vogel, Roberta Schonbuch, Stan

Follow-Up Study: The Core Experiment in College Discovery.

City Univ. of New York, Staten Island, N.Y. Staten Island Community Coll.

Pub Date May 73

Note—43p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Freshmen, Community Colleges, *Core Curriculum, Counselor Attitudes, Experimental Curriculum, *Followup Studies, Interdisciplinary Approach, Post Secondary Education, Program Effectiveness, Questionnaires, *Student Opinion, *Teacher Attitudes, Technical Reports

The Core Experiment at Staten Island Community College is an interdisciplinary program consisting of a cluster of courses (such as freshman orientation, math, English and social science) offered to incoming students in a block. Selection of students was based on achievement test scores in English, math and physical science and on interest. Questionnaires dealing with the academic classroom situation and the orientation classroom situation were administered at the end of the fall term, 1972, to Core and non-core students, counseling faculty and teaching faculty. Items to which responses differed significantly for the two groups of students dealt with feelings of involvement in school or satisfaction with the school situation, feelings regarding the nature of the interpersonal interactions experienced while at college, and feelings regarding the structure of the classroom in terms of small-group interactions. Core students reported much more satisfaction with their college experience thus far than did non-Core students. Qualitative comparisons were also made between responses of the various groups. Core faculty and students approved of the structure of the Core as a method of facilitating effective students and learning and adding to students' satisfaction and involvement. (KM)

ED 081 432 JC 730 216

McPherran, Archie L. McIntyre, M. Charles

Financial Support for California Community Colleges.

California Community Colleges, Sacramento. Div. of Fiscal Affairs.

Pub Date 5 Feb 73

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Colleges, Educational Finance, *Financial Support, Post Secondary Education, School Funds, *State Aid, *State Programs, Tax Support, Technical Reports

Identifiers—*California

The following are discussed in their relationship to financial support for California's community colleges: background of State aid to community colleges; the State School Fund; terms used in computation; assessed valuation; assessed valuation per ADA; the Collier Factor; the foundation program; district aid; basic aid; equalization aid; small community college districts; census day; State aid apportionments; computation of State aid; district tax levies; amount of State apportionments; and State apportionments for capital outlay. (KM)

ED 081 433 JC 730 217

Korman, Abraham K. And Others

An Exploratory Study of Enlistment Incentives Among Junior College Students.

American Institutes for Research in the Behavioral Sciences, Silver Spring, Md.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—AIR-32201-6-73-TM-1

Pub Date Jun 73

Note—44p.; Navy Career Motivation Programs in an All-Volunteer Condition

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Junior College Students, *Military Service, *Motivation, Post Secondary Education, Questionnaires, *Recruitment, *Student Attitudes, Technical Reports

A questionnaire designed to assess reaction to possible enlistment incentives was administered to 100 junior college students. A factor-analysis of the measure indicated the importance both of traditional tangible incentives and of the "newer" incentives of control over one's work life. The data also indicated that: a) individuals term low socioeconomic levels were less attracted to the Navy overall than those from middle-or-upper levels, and b) the traditional incentives were more important for the low socioeconomic respondents while the newer incentives were more important for those from the upper levels. (Author/KM)

ED 081 434 JC 730 218
Day, Robert W. Mellinger, Barry L.
Accreditation of Two-Year Colleges in the South.
Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Colleges.
Pub Date 73
Note—47p.; Presented in part to the College Delegate Assembly at the 77th Annual Meeting of the Southern Association of Colleges and Schools, New Orleans, Louisiana, December 11, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Standards, *Accreditation (Institutions), College Planning, College Programs, College Role, Community Colleges, *Educational Change, Junior Colleges, Pamphlets, *Post Secondary Education
Identifiers—*South

The evolution of the two-year college in the South and resultant influences on accreditation are discussed in an attempt to describe the historical relationship between the Commission on Colleges and this evolution. The booklet is divided into six chapters: (1) "An Overview of the Development of Two-Year Colleges in the South; (2) The Emerging Two-Year College in the South and Initial Accrediting Activities (1912-1928); (3) A Period of Transition--New Accrediting Procedures for Two-Year Colleges in the South (1928-1962); (4) Expansion and Diversification of Two-Year Colleges in the South (1962-1972); (5) A Current Profile of Two-Year Colleges in the South; and (6) The Two-Year College in the South: Emerging Trends and Implications for Change in Higher Education. The sixth chapter is a response by two members of the Commission on Colleges to the presentation of this material to the 1972 annual meeting of the South Association of Colleges and Schools. (KM)

ED 081 435 JC 730 219
Cassell, Carolyn W. And Others
The Utilization of Paraprofessionals in the Department of Counseling.
Prince George's Community Coll., Largo, Md. Dept. of Counseling.
Pub Date Mar 73
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counselor Client Ratio, Counselor Functions, Counselor Role, *Guidance Counseling, *Paraprofessional School Personnel, Peer Counseling, Questionnaires, *Staff Utilization, *Surveys, Technical Reports

To explore the possibility of utilizing paraprofessionals in the Department of Counseling at Prince George's Community College, two surveys were conducted. For the first, a questionnaire was mailed to 36 schools nationwide which were believed to be using paraprofessionals in their Student personnel programs. The 22 schools responding (61%) indicated that virtually all use peers and/or paraprofessionals for certain student affairs functions. Nineteen use paraprofessionals to perform the 6 counseling functions performed by professionals at PGCC. Nine of the 15 schools reporting the use of paraprofessionals other than peers preferred their own graduates, and 8 required an A. A. degree. Eleven of the 19 reported a salary range of $5,000 to $7,000, and 8 reported a range of $7,000 to $9,000. A second survey was conducted, of individual counselors, to predict probable utilization of paraprofessionals at PGCC. Results showed that: (1) counselors could increase their professional activities by 45% if paraprofessionals were employed; and (2) 15 counselors are needed to perform the counselors' present duties, while 14 would be needed in the future for strictly professional functions. Recommendations included: (1) maintaining a counselor/student ratio no less than 1:600; (2) employ five paraprofessionals and maintain the current number of professionals; (3) maintain a professional/paraprofessional ratio of 2:1; and (4) upgrade counselor's role to Student Development Specialist. (KM)

LI

ED 081 436 LI 004 439
Medical Information Network for Ontario: Determination of Need.
University of Western Ontario, London. School of Library and Information Science.
Spons Agency—Ontario Dept. of Health, Toronto.
Pub Date 73
Note—398p.;(70 references)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Hospitals, Information Needs, *Information Networks, *Information Seeking, Institution Libraries, Medicine, *Physicians, Professional Continuing Education, Questionnaires
Identifiers—*Canada

This report documents the findings of a study into the information-seeking behavior of allied health personnel in a three county region in Ontario and also a survey of the resources and services which already exist to satisfy the information needs of these people. The study was undertaken for the purpose of gathering decision-making information prior to the establishment of a medical library network in Ontario. The medical network as envisioned by the Committee would fulfill three functions: (1) Allow a health worker to ask a single query to set the whole retrieval function into operation, (2) Integrate, where possible, special collections and services within the province into the system, and (3) Have, as central resource, federal health library services, which would provide access to MEDLARS and other international information resources. The constantly changing nature of health care patterns makes it imperative that good library service be available to all people involved, either directly or indirectly, in the care of patients. The proposed information network would aim to provide quick and effective service to all health personnel in the province of Ontario. The network would comprise three levels of responsibility: the primary contact library, the health resource library, and the central resource. (Author/SJ)

ED 081 437 LI 004 443
Akeroyd, Richard
Non-Print Media Integration: The University of Connecticut Library.
Spons Agency—Connecticut Univ., Storrs. Library.
Pub Date May 73
Note—109p.;(23 references)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Audiovisual Aids, *Instructional Media, Library Collections, Library Materials, Library Services, Research Libraries, *University Libraries
Identifiers—*Connecticut University, Library Role

A university library can and should be a center for individual access to all forms of research information media, both print and non-print. The author presents a summary account of an effort to determine existing needs at the University of Connecticut for non-print information resources and services under the following headings: the University of Connecticut, the Role of the Library, Past and Present Library Experience with Non-print Media, and Integrating Non-print Resources and Services into the Present System. This report is also a review of existing services to determine how the library can bert adapt its present resources and services to meet these needs, and in so doing, to determine how it can best fit into existing patterns of service and responsibilities. In this regard, the author makes recommendations concerning: a department of non-print media services, the materials budget, the equipment budget, staffing, space, collection development, and services. (SJ)

ED 081 438 LI 004 444
Perspectives and Plans for Graduate Studies. 1. Library Science 1972.
Council of Ontario Universities, Toronto.; Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.
Pub Date 2 Mar 73
Note—174p.;(25 references)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Doctoral Programs, *Educational Planning, *Graduate Study, *Library Education, Library Schools, *Library Science, Masters Degrees, School Libraries
Identifiers—*Canada

The Advisory Committee on Academic Planning was established by the Ontario Council on Graduate Studies in January 1971. Its terms of reference are directed toward the effective planning and rationalization of long-term graduate development in Ontario's universities both at the level of individual disciplines and at a more general level. The Committee's activities are based on the premise that graduate work requires specialization among universities, cooperative arrangements and comprehensive planning. Consultants are asked to make recommendations on programs to be offered in Ontario, desirable annual enrolments, the ranges of enrolment distribution among universities, the division of responsibility for programs among universities, and the desirable extent of collaboration with related disciplines. The formal planning assessment for library science, as reported upon in this document, was one of the first studies carried out by the Committee. Recommendations of the consultants are reported upon under the following headings: MLS Programmes, Relationship with the Field, School Librarianship, the Ottawa Situation, Francophone Education, the Ph.D. Programmes, and Research Support. (Author/SJ)

ED 081 439 LI 004 445
A Technical and User Audit of the Shared Cataloging Support Sub-System of the New England Library Information Network (NELINET). Volume I, Text.
New England Board of Higher Education, Wellesley, Mass.
Spons Agency—Council on Library Resources, Inc., Washington, D.C.
Pub Date Jun 73
Note—253p.;(8 references)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Cataloging, College Libraries, Information Networks, Library Automation, *Library Cooperation, *Library Networks, Library Surveys, Questionnaires, University Libraries, Use Studies
Identifiers—NELINET, *New England Library Information Network, Shared Cataloging

The results of a project designed to perform a technical audit and a user audit of the Shared Cataloging Support Sub-System of the New England Library Information Network (NELINET) are summarized in a two volume report. This portion, Volume I contains the narrative text; Volume II (LI 004 446) contains various tabulations of collected data. Various quantitative and qualitative data were obtained by interviews and questionnaires from the staffs of twenty academic libraries in New England. The purposes of compiling these data were to help the NELINET staff improve both the performance and cost allocation of the NELINET off-line Shared Cataloging Support Sub-System, and to aid the staff in planning for subsequent development of other network-oriented services. (Author/SJ)

ED 081 440 LI 004 446
A Technical and User Audit of the Shared Cataloging Support Sub-System of the New England Library Information Network (NELINET). Volume II, Tables and Supplementary Documentation.
New England Board of Higher Education, Wellesley, Mass.
Spons Agency—Council on Library Resources, Inc., Washington, D.C.
Pub Date Jun 73
Note—151p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Cataloging, College Libraries, Information Networks, Library Automation, *Library Cooperation, *Library Networks, Library Surveys, Statistical Data, Tables (Data), University Libraries, Use Studies

Identifiers—NELINET, *New England Library Information Network, Shared Cataloging

The results of a project designed to perform a technical audit and a user audit of the Shared Cataloging Support Sub-System of the New England Library Information Network (NELINET) are summarized in a two volume report. This portion, Volume II contains various tabulations of collected data; Volume I (LI 004 445) contains the narrative text. Various quantitative and qualitative data were obtained by interviews and questionnaires from the staffs of twenty academic libraries in New England. The purposes of compiling these data were to help the NELINET staff improve both the performances and cost allocation of the NELINET off-line Shared Cataloging Support Sub-System, and to aid the staff in planning for subsequent development of other network-oriented services. (Author/SJ)

ED 081 441 LI 004 449

Alexander, Malcolm D.

A Measure of the Library Skills of High School Graduates of Washington State as Demonstrated by Freshmen of Central Washington State College.

Pub Date 13 Dec 72

Note—96p.;(110 references); Master of Education Thesis, Central Washington State College

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Freshmen, *College Libraries, High School Graduates, Hypothesis Testing, *Library Skills, Masters Theses

Identifiers—*Central Washington State College

The major purpose of this study was two-fold: to determine the level of achievement in selected library skills for freshmen at Central Washington State College (CWSC), and to determine which library skills, as delimited within a test, were possessed by those freshmen and which skills needed to be taught. This study was designed to test the following primary hypothesis. Freshmen entering CWSC in the fall quarter 1971/1972 who were (1) graduates of Washington state secondary schools in the spring of 1971; and who were (2) enrolled in English 101 course, did not possess the selected library skills at the fiftieth percentile or better as measured by the test, "A library orientation test for college freshmen," by Ethel M. Feagley et al. A subordinate null hypothesis, posed for the purpose of validating the result of the Feagley test, stated that the observed grouping of percentile scores of the test population would not vary from the expected grouping of percentile scores on the Feagley test. The test revealed that the entering freshmen possessed a selected list of library skills at the 47th percentile, so the hypothesis was upheld. (Author/SJ)

ED 081 442 LI 004 450

Smith, Stanley V.

Library Statistics of Colleges and Universities; Part C, Fall 1971; Analytic Report.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—DHEW-OE-74-11417

Pub Date 73

Note—80p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20401 ($1.05)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Libraries, Librarians, Library Collections, Library Expenditures, Library Surveys, Library Technicians, Personnel, Statistical Data, *Statistics, Tables (Data), *University Libraries

Identifiers—*Library Statistics

The two-volume report (Part A is ED061999 and Part B is ED065136), which included data received by the tabulation deadline from libraries of single-campus institutions and branch-campus libraries of multicampus institutions, presented individual reports for 2,514 libraries and 5 joint libraries. To preserve comparability with previous surveys, data for parts of a multicampus institution were consolidated into a single institutional report, thus converting the 2,514 individual libraries into 2,299 institutional libraries. To these were added 164 institutional libraries that failed to meet the initial tabulation deadline and estimates for 72 libraries that did not respond. The library data in this report are thus national estimates of all academic institutions that provide library service. The survey findings are grouped under the following headings: library holdings; library operating expenditures; professional and nonprofessional staff; vacant positions; hours of assistance; staff salaries; developmental areas; and, ratios of holdings, expenditures,and staff. (Author/SJ)

ED 081 443 LI 004 451

Axford, H. William, Ed.

Proceedings of the LARC Institute on Automated Serials Systems (St. Louis, Missouri, May 24-25, 1973).

Library Automation Research and Consulting Association, Tempe, Ariz.

Pub Date 73

Note—128p.;(6 references)

Available from—The LARC Association, P.O. Box 27235, Tempe, AZ 85282 (Hardbound, ISBN-0-88257-097-8, Paperback, ISBN-0-8257-098-6)

Document Not Available from EDRS.

Descriptors—Computer Oriented Programs, Libraries, *Library Automation, *Library Networks, Library Technical Processes, Management, On Line Systems, Periodicals, *Serials, University Libraries

Identifiers—*National Serials Data Program, Periodical Holdings in Library School of Medicine, PHILSOM

Librarians discuss the library use of computers without concerning themselves with the technical aspects of computer software or hardware at this Library Automation Research and Consulting (LARC) Association institute. The first paper, "State of the Art Review," examines some of the fundamental problems of automated serials control, and speculates on the extent to which solutions can be found. "The National Serials Data Program," its organization and development, is the topic of the second presentation. Other papers are: "Management Problems of the Network Manager," "Serline: On-Line Serials Bibliographic and Locator System," "The Problems of Entering a Computerized Serials Network; or the Validity of Murphy's Law," and "Case Study of the Computer Assisted Serials System at the University of California, San Diego. Four papers are presented on the Periodical Holdings in Library School of Medicine (PHILSOM) network: "The Coordinator's Viewpoint," "A Programmer/Analyst's View," "Maintenance and Design," and "A User Library Viewpoint." (SJ)

ED 081 444 LI 004 452

Telecommunications Research in the United States and Selected Foreign Countries: A Preliminary Survey. Volume I, Summary.

National Academy of Engineering, Washington, D.C. Committee on Telecommunications.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 73

Note—66p.;(0 references)

Available from—National Technical Information Service, Springfield, VA 22151 (Vol. 1: PB-222 081, MF-$1.45 HC-$4.50; Vols. 1&2: PB 222 080, HC-$10.00)

Document Not Available from EDRS.

Descriptors—Cable Television, Communications, Communication Satellites, Computers, Foreign Countries, Information Systems, *Research, Surveys, *Telecommunication

Identifiers—CATV, *United States

At the request of the National Science Foundation, the Panel on Telecommunications Research of the Committee on Telecommunications of the National Academy of Engineering has made a preliminary survey of the status and trends of telecommunications research in the United States and selected foreign countries. The status and trends were identified by individual studies devoted to an examination of developments in telecommunications in several functional areas, primarily, but not exclusively, in the United States; namely, Systems; Human Factors; Terminals, Sensors, and Displays; Transmission, Modular/Demodulation, and Coding; Switching, Routing, and Control; and Processing and Storage. In addition, attention was given specifically to telecommunications research in technologically advanced countries abroad, including European data networks. The report of the Panel is presented in two volumes. This one (Volume I) is intended to provide the reader with an overview of the total study, as well as to present detailed results on some aspects. Volume II (LI004453) contains the text of the studies prepared by the Panel members and other experts on various functional areas of U.S. and foreign telecommunications research. (Author/SJ)

ED 081 445 LI 004 453

Telecommunications Research in the United States and Selected Foreign Countries: A Preliminary Survey. Volume II, Individual Contributions.

National Academy of Engineering, Washington, D.C. Committee on Telecommunications.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 73

Note—219p.; (84 references)

Available from—National Technical Information Service, Springfield, VA 22151 (Vol. II: PB 222 082, MF-$1.45 HC-$6.75; Vols. 1&2: PB 222 080, HC-$10.00)

Document Not Available from EDRS.

Descriptors—Cable Television, Communications, Communication Satellites, Computers, Foreign Countries, Information Networks, Information Processing, *Information Systems, Man Machine Systems, Medicine, Optical Scanners, *Research, Surveys, *Telecommunication

Identifiers—Microprograming, *United States

At the request of the National Science Foundation, the Panel on Telecommunications Research of the Committee on Telecommunications of the National Academy of Engineering has made a preliminary survey of the status and trends of telecommunications research in the United States and selected foreign countries. The status and trends were identified by individual studies devoted to an examination of developments in telecommunications in several functional areas, primarily, but not exclusively, in the United States. In addition, attention was given specifically to telecommunications research in technologically advanced countries abroad, including European data networks. The report of the Panel is presented in two volumes. Volume I (LI 004 452) is intended to provide the reader with an overview of the total study, as well as to present detailed results on some aspects. This document, Volume II contains the text of the studies prepared by the Panel members and other experts on various functional areas of U. S. and foreign telecommunications research, which served as background material for the Panel's study. These 26 individual papers are grouped under the following headings: The systems approach; Human factors; Terminals, sensors and displays; Transmission, modulation/demodulation and coding; Switching, routing and control; Processing and storage; and, Miscellaneous. (Author/SJ)

ED 081 446 LI 004 454

Turner, I.

Video Recording: Its Application to Information Retrieval.

Institution of Electrical Engineers, London (England).

Report No—INSPEC-R-73-14

Pub Date Sep 72

Note—59p.; (45 references)

Available from—INSPEC, The Institution of Electrical Engineers, Savoy Place, London WC2R OBL, England (pound 1.75)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Cable Television, Indexing, Information Dissemination, Information Networks, *Information Retrieval, *Information Storage, *Video Equipment, *Video Tape Recordings

A video system appears to have considerable potential as a means of disseminating visual information via a suitable interconnection network. In addition, modern video recording offers low cost, high capacity storage so that information could be stored in a convenient, easily retrieved form. The limiting factor to the usefulness of such a system is its resolution. Since an information system needs to display text, the textual resolution of a video system is analyzed both theoretically and experimentally and the results compared. The techniques for recording video signals are outlined and the problems involved in storing information in single pictures is discussed. The cost of video storage is analyzed and the figures compared with other storage techniques. Video tape has a slightly higher cost per single frame than microform techniques. Methods of indexing the information and of controlling a video system are outlined and the nature of a video network is described. The applications of a video system to information retrieval are discussed. The resolution capability of currently available equipment represents a fairly severe limitation to the design of an information retrieval system using video techniques. With improvements in the technology

it is possible that more general information retrieval systems could usefully exploit the technique. (Author)

ED 081 447 LI 004 455

Wilman, H. Hall, Angela M.

INSPEC: An Experiment in the Batch Processing of Retrospective Searches.

Institution of Electrical Engineers, London (England).

Spons Agency—Office for Scientific and Technical Information, London (England).

Report No—INSPEC-R-73-13

Pub Date Feb 73

Note—41p.

Available from—INSPEC, The Institution of Electrical Engineers, Savoy Place, London WC2R OBL, England (pound 1.25)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Automation, Comparative Analysis, Computers, Costs, Information Processing, *Information Retrieval, Relevance (Information Retrieval), *Search Strategies

Identifiers—*Manual Searches

A series of five batches of twenty searches were carried out in a three year span of the INSPEC data base by the 31 Company's Information Retrieval Service. The same queries were processed manually in the corresponding volumes of Science Abstracts and comparison of the output of each search method exposed reasons for the failures. Emphasis is laid on the fact that a query comprises other factors in addition to its subject matter and means of satisfying these criteria automatically are discussed. The more flexible nature of the manual searches is examined in detail with a view to improving the flexibility of the computer searches. (Author/SJ)

ED 081 448 LI 004 456

Proceedings of the 1972 First Annual Federal Interagency Field Librarians Workshop (Washington, D. C., September 24--September 28, 1972).

Federal Interagency Field Librarians Workshop, Washington, D.C.

Pub Date Dec 72

Note—308p.; (75 references)

Available from—National Technical Information Service, Springfield, VA 22151 (Com-73-11049; MF $1.45 HC $3.00)

Document Not Available from EDRS.

Descriptors—Agencies, Budgets, Cataloging, Disadvantaged Groups, *Federal Government, *Government Libraries, *Librarians, Library Acquisition, Library Equipment, Library Services, Management, Microforms, Periodicals, Personnel, Professional Continuing Education, Public Relations, Serials, Workshops

The thrust behind the necessity for these workshops was the apparent interdependence of libraries having mutual problems and solving these problems by close cooperation and communication. The workshops have outlined agency programs and policies; emphasized better agency-wide service; promoted efficiency and economy of operations; encouraged exploration of new methods and techniques for library service and dissemination of information; pressed education and training of library personnel, and provided a forum to establish attitudes and goals for a maximum service effort for information communication. The workshop enables field librarians and technicians to obtain training in basic areas of library procurement, acquisitions, reader services, technical services, budget preparation, data information, library public relations and related library services. The week-long, realistic training session is geared to both non-professional and professional personnel who are charged with a library operation in field stations and in the larger agency libraries. (Author/SJ)

ED 081 449 LI 004 457

Johnson, Harlan R.

The Curriculum Materials Center: A Study of Policies and Practices in Selected Centers.

Pub Date 73

Note—50p.; (0 references)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Libraries, *Curriculum Study Centers, *Instructional Materials Centers, Program Development, Questionnaires, Surveys, Teacher Education, University Libraries

The role of the curriculum materials center at Northern Arizona University is one of providing materials for students who are working on lesson plans and curriculum planning, and for faculty who wish to utilize instructional materials in their lectures. The center, which is housed in the university library, contains textbooks, courses of study units, and other materials related to curriculum in elementary and secondary schools. The purpose of this study was to provide information and ideas regarding the policies and practices of selected curriculum materials centers so that the College of Education could more adequately approach the problems of establishing a center at the University. Included in this study were: discussions with the College of Education faculty, visits to instructional materials centers at five universities, 66 responses from 39 states to a questionnaire sent to colleges and universities with teacher education programs, and an examination of materials relevant to the establishment of a center. The results of these activities are reported upon, and suggestions are made for establishing the curriculum materials center. A copy of the questionnaire used is appended. (Author/SJ)

ED 081 450 LI 004 458

Mattas, Frank W.

A Project to Provide for the Extension and Expansion of the Bay Area Information Center to a Wider Service Area and for the Development of an Integrated Network of Information Services in California. Final Report.

San Mateo County Superintendent of Schools, Redwood City, Calif. Educational Resources Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0679

Pub Date Jul 73

Grant—OEG-0-71-3644

Note—68p.; (0 references)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Research, *Educational Resources, Federal Aid, *Information Centers, Information Dissemination, Information Networks, Information Retrieval, *Information Services, Program Descriptions, Publications, Training

Identifiers—California, Educational Resources Information Centers, ERIC, *San Mateo Educational Resources Center, SMERC

The San Mateo Educational Resources Center (SMERC) has, since 1969, been operating an educational information and dissemination center, providing "Research in Education" (RIE), "Current Index to Journals in Education" (CIJE), periodical, book, and locally collected fugitive materials for educators within San Mateo County and other counties, institutions, professional associations, and similar agencies throughout California and the Western region. In 1971, the U. S. Office of Education (and latterly, the National Institute of Education) granted funds to SMERC to develop satellite information centers in the Northern, Southern, and Central Valley regions of California; to improve the acquisitions program of the Center; to improve search services to clientele primarily through developing computer access to RIE and CIJE; and to develop bases for continuing evaluation of the Center's services. In addition, a small grant was made for purposes of training others in information service operation. As a result of this grant, SMERC is to serve as a model for other states and regions wishing to establish educational information systems. This is the final report of the California Integrated Network of Educational Information Services Project, as the grant was referred to in its original proposal. As such it covers activities from July 1, 1971 to June 30, 1973. (Author/SJ)

ED 081 451 LI 004 459

Katagiri, George

Oregon's Pilot State Dissemination Program. Final Report.

Oregon State Dept. of Education, Salem.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Pub Date Jul 73

Contract—OEC-0-70-4755

Note—65p.; (0 references)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Research, Educational Resources, Extension Agents, Information Centers, *Information Dissemination, Information Retrieval, *Information Services, Pilot Projects, Program Descriptions, State Programs

Identifiers—ERIC, Field Agents, *Oregon, Pilot State Dissemination Program

Oregon's Dissemination Program was established in July 1970. The primary purpose of the program was to provide a means through which pertinent, validated information could be made accessible in usable form to assist educators in making better educational decisions. The program was administered by a staff of six, two of whom were assigned to two intermediate education district offices. The program provided a computer-based information center using "Research in Education" (RIE) and "Current Index to Journals in Education" (CIJE) files of the Educational Resources Information Center (ERIC) files as the primary source of documents. State library resources and the services of the Northern Colorado Educational Board of Cooperative Services were used extensively during the initial year of operation. It took a full year to accumulate adequate resources and establish procedures which approached full-scale operations. The number of requests processed by the center gradually increased from 13 in October 1970 to 146 in September 1971. By May 1972, the number of intermediate education districts with extension agents had increased from two to twenty. An extensive evaluation of the pilot program is available as ED 065 739 and 065 740. (Author/SJ)

ED 081 452 LI 004 460

DeProspo, Ernest R. Voos, Henry

The Library Researcher and Policymaker: An Observation Here, A Speculation There; and, Comments on Research in the Information Sciences.

American Library Association, Chicago, Ill. Library Research Round Table.; ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Note—34p.; (17 references); An oral summary of this paper presented as a part of the Library Research Round Table program of the June 25 to July 1, 1972 Annual Conference of the American Library Association

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Decision Making, *Information Science, Librarians, *Library Research, Library Science, *Policy Formation, Researchers, *Research Utilization

An attempt is made in this paper to characterize, and identify some of the basic issues in library research which require resolution. DeProspo's primary purpose is to suggest some of the reasons which lead to the conclusion that much of the research effort in librarianship, the objective of which has been to influence library policy, has been ineffectual. The practicing librarian, who has participated in assisting the library researcher, has probably benefited the least. The library researcher must learn to communicate with the library policymaker on some equal basis. If he continues to talk only to himself or to other researchers, research efforts are not likely to contribute toward the solutions of some of the pressing and growing problems confronting the library. This paper is not directed exclusively at those actively engaged in conducting research. The target group includes the library policymaker who has successfully withstood efforts by the researcher to influence his approaches to "business as usual." An objective of the paper is to suggest some of the reasons for the distrust of the librarian of the library researcher and some of the steps which might reduce that distrust. Voos takes a brief look at research in information science. (Related documents are LI 004 461 and LI 004 462.) (Author/SJ)

ED 081 453 LI 004 461

McGrath, William E.

An Estimate of the Amount of Research Required to Fill a New Journal of Library Science and Three Estimates of the Amount of Research Available.

American Library Association, Chicago, Ill. Library Research Round Table.; ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 72

Note—34p.; (16 references); An oral summary of this paper was presented as a part of the Library Research Round Table program of the June 25 to July 1, 1972 Annual Conference of the American Library Association
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Library Research, *Library Science, Periodicals, Research, Research Needs, Research Reviews (Publications), *Scholarly Journals

To help determine whether a new journal of library research is needed, three estimates of available research are compared with an average-sized journal in the library field. The average number of pages and articles per year (285 and 36) in sixteen primarily American library journals that publish at least an occasional research article were determined by a straightforward count. Three sources of research were examined in order to estimate whether each had enough potential or available material each year to fill a new journal equivalent to the average-sized journal. The three sources were (1) Educational Resources Information Center/Clearinghouse on Library and Information Sciences (ERIC/CLIS), (2) rejected but publishable material, and (3) "LIST," "Library and Information Science Today." The first, ERIC/CLIS, suggests that almost enough material is available, the second rejected but published barely enough to fill a new journal, and the third, "LIST," that there is ample potential if the articles are written. (Related documents are LI 004 460 and LI 004 462.) (Author/SJ)

ED 081 454 LI 004 462
Katz, Ruth M. Finks, Lee W.
Survey to Determine the Attitudes of Consumers of Library Research. Analysis of the Data.
American Library Association, Chicago, Ill. Library Research Round Table.; ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Jun 72
Note—35p.; (1 reference); An oral summary of this paper was presented as a part of the Library Research Round Table program of the June 25 to July 1, 1972 Annual Conference of the American Library Association
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Librarians, *Library Research, Library Science, Library Surveys, Questionnaires, Research, *Research Needs, *Research Utilization, Scholarly Journals, Surveys

This survey of consumers of research was conducted in support of the question, "Is there a need for a journal of library research?" As a supporting document it may provide the background against which individuals or groups may, for their own purpose, begin to formulate an answer to the question. Thus the scope of the study is to collect and describe information about the opinions, attitudes and practices of librarians presumed to be interested in research. Decisions in two basic areas were the first steps in the design process. One decision point was specification of the population from which the sample would be drawn (i.e., who are the likely consumer?). Two target populations were selected. One was the membership of the Library Research Round Table (LRRT) which was thought to be a self-selected group of persons interested in research. The other was the membership of the American Library Association (ALA) Library Education Division (LED). A second decision point was clarification of what was meant by the term needs. The authors collected data that described the interests or primary activities of the sample and then used the data to arrive at implied needs. Additionally, it was decided that the survey data should provide insight as to feasibility of a journal of library research, rather than the need for such a journal. (Related documents are LI 004 460 and 004 461.) (Author/SJ)

ED 081 455 LI 004 463
Palmer, Roger C.
Project Report: Audiovisual Orientation for Freshman, Summer Program.
State Univ. of New York, Buffalo. Univ. Libraries.
Pub Date 6 Sep 73
Note—27p.;(0 references)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, Audiovisual Instruction, *Audiovisual Programs, *College Freshmen, *Orientation, Orientation Materials, Program Costs, *School Orientation, Slides, Tape Recordings, *University Libraries

A slide tape presentation was devised for use in an orientation program to the State University of New York at Buffalo library for incoming freshmen students. The goals of the audiovisual orientation program are to: (1) indicate the complexity of the university libraries--to show that there are many libraries and that their resources are varied, (2) show that there are many access points to the collections, (3) stress that the library personnel are there to help students so that the library tools and collections can be used most effectively, and (4) attempt to create an atmosphere that suggests to the new students that the libraries care about and want to be a part of their college careers. This project report contains cost analysis figures for the program, reactions to the program, and resultant recommendations for its improvement. The original and final edited scripts for the slide tape orientation program are included. (SJ)

ED 081 456 LI 004 464
Mikhailov, A. I., Ed.
Problems of Information User Needs.
All-Union Inst. for Scientific and Technical Information, Moscow (USSR).
Spons Agency—International Federation for Documentation, The Hague (Netherlands). Committee on Research on the Theoretical Basis of Information.
Pub Date 73
Note—165p.;(24 references)
Available from—Academy of Sciences of the USSR, Institute for Scientific Information, Baltijskaja, v1., 14, Moscow
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Documentation, *Information Needs, Information Science, Information Systems, *Information Utilization, Research, Scientists, Use Studies

The approach taken in preparing this collection of papers was to focus upon questions of an applied nature pertaining to the studies of information needs and connected with the theory of scientific information, rather than to approach the problems of user needs in information science from a purely theoretical point of view. The nine papers included in this volume are: Information Requirements as a Basis for the Planning of Information Activities; Reflection on the Relationship between Users and Information Workers; Information System and Its Users; A Pragmatic Approach to Research in Information and Documentation; Encyclopaedic Dictionaries Satisfying User Needs; Scientist's Creative Potential: Clue to His Information Needs; Emergence of Industrial-Line Processes in Science. Ephemeron Teams: New Form of Science Organization; The Study of Specialists' Information Needs as a Precondition for and a Means of Information System Streamlining; and, A Contribution to Research on Information User Needs. (A previous publication in this series, "Problems of Information Science," is ED075030.) (Author/SJ)

ED 081 457 LI 004 465
Foskett, D. J.
A Study of the Role of Categories in a Thesaurus for Educational Documentation.
Council for Cultural Cooperation, Strasbourg (France). Ad Hoc Committee for Educational Documentation and Information.
Report No—DESC-Doc-73-8
Pub Date 20 Mar 73
Note—40p.;(17 references)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classification, Documentation, *Education, Indexing, Information Processing, Lexicography, Subject Index Terms, *Thesauri

The field of education serves as the basis for this discussion on the use of categories in a thesaurus for information processing and documentation purposes. The author briefly shows how a number of writers concerned with the structure of the field of education, as well as makers of classification schemes, have commented on the value of setting up a system of categories of terms in order to define and make clear their notion of the structure of the field. Included in the discussion are the "Barhydt/Schmidt Thesaurus," the "International Bureau of Education Thesaurus," S. R. Ranganathan's facet analysis, and London Education Classification, and the "EUDISED Thesaurus." (Author/SJ)

ED 081 458 LI 004 466
Standards Recommended for Canadian Community College Libraries.
Canadian Association of College and University Libraries, Ottawa (Ontario).
Pub Date 73
Note—9p.;(13 references)
Available from—Canadian Library Association, 151 Sparks Street, Ottawa, Ontario K1P 5E3, Canada ($3.00)
Document Not Available from EDRS.
Descriptors—Budgets, *Community Colleges, Foreign Countries, *Junior College Libraries, Library Collections, Library Facilities, Library Services, *Library Standards, Personnel
Identifiers—*Canada

In November 1970, the Canadian Association of College and University Libraries appointed a committee to examine existing standards and to recommend to the association's membership, standards appropriate to Canadian community colleges. Under the heading of Qualitative Standards recommendations are made for administration and organization, the budget, building, collections, services, and staff. Quantitative Standards recommendations cover the budget, collections, seating, and staff. (SJ)

ED 081 459 LI 004 467
Burgard, Andrea M.
The Women's Information Center Project. Final Report.
Spons Agency—Maryland Univ., College Park. Office of Human Relations Programs.; Maryland Univ., College Park. School of Library and Information Services.
Pub Date 27 Aug 73
Note—70p.;(0 references)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, *Females, Feminism, Higher Education, *Information Centers, Information Needs, Information Seeking, Thesauri, Women Professors, Womens Studies

A six-month grant was made with Title I Higher Education Act funds from the Office of Human Relations Programs and matching funds from the University of Maryland's College of Library and Information Services to assess the feasibility of and develop plans for a special information center to serve student, faculty and staff women on the College Park campus. An in-depth study of a random sample of campus women established the need for such a center, and yielded data about information needs and information-seeking behavior of the women. It also laid the groundwork for future study of their attitudes toward the feminist movement. The Cantril self-anchoring scale was used. A center was designed, including the development of a thesaurus for information of interest and concern to women in the United States. Recommendations are made for the technical and administrative organization oof the center. (Author/SJ)

ED 081 460 LI 004 468
Prentiss, Sam
Improving Library Services to the Blind, Partially Sighted, and Physically Handicapped in New York State: A Report Prepared for the Assistant Commissioner for Libraries.
New York State Education Dept., Albany. Div. of Library Development.
Pub Date Jan 73
Note—108p.;(16 references)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Blind, Information Needs, Libraries, Library Programs, *Library Services, *Partially Sighted, *Physically Handicapped, State Programs
Identifiers—Library Role, *New York

New York State has a longstanding commitment to library and media service to the blind and visually handicapped; in fact, the service is generally known to be the first such program organized by any state. Going back to 1896, it was another of the innovations of Melvil Dewey. This report describes the present state of library service to the blind and visually handicapped in New York State, examines the environment in which it functions, and recommends further improvements through State legislation and the cooperative efforts of libraries and other public and private

agencies. Its purpose is to inform and stimulate discussion among interested parties so that a more comprehensive program for this group of readers can be developed at the State, regional, and local levels. To realize this objective, careful planning and additional funding will be needed. The conclusions and recommendations proceed from data and insights gained from reports and statistics provided by a number of agencies; from study of plans and programs of other states which appear to be taking or planning significant steps in this area; from a review of the important literature on the subject; from visits to agencies involved in work with the visually and physically handicapped; and from conversations with people who are themselves so handicapped. (Author)

ED 081 461 LI 004 469

Cohen, Martin

A Handbook on Environmental Information Programs for Public Libraries.

Western Michigan Univ., Kalamazoo. School of Librarianship.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date 73

Grant—OEG-0-71-8533

Note—53p.;(2 references); Prepared for the Institute on Environmental Information Programs for Public Libraries held at Western Michigan University, May 7-13, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Environment, *Environmental Education, Information Services, Library Collections, Library Material Selection, Library Programs, *Library Services, *Public Libraries

Identifiers—*Library Role

The Institute on Environmental Information Programs for Public Libraries which was held at Western Michigan University on May 7-13, 1972, brought together practicing public librarians who had been successfully coping with the service demands made on their institutions by growing concern over environmental problems. As librarians who are dealing with an increasingly serious problem of supplying information to an awakening clientele, the urgencies for this particular kind of information and the provision of services attending it did not conceal the fact that this was another kind of basic public library service that could be dealt with by using established library methods. Public librarians have in the past on many occasions responded to the public's need to know. The examples provided in this Institute of successful environmental information programs already in operation are models for action in other communities. It was made evident that the public library can rise to this challenge. This guide to the field of environmental information programs for public libraries contains these chapters: The public library and environmental information services, The selection of environmental information materials, The organization of environmental information materials, The public library and the environmental information program, and the public library's environmental information program and social responsibility. (Other Institute materials are available as LI 004 470 through 004 472.) (Author/SJ)

ED 081 462 LI 004 470

Raup, Ann H.

Environmental Periodicals for Public Libraries: A Selected Annotated List.

Western Michigan Univ., Kalamazoo. School of Librarianship.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date 73

Grant—OEG-0-71-8533

Note—81p.;(0 references); Prepared for the Institute on Environmental Information Programs for Public Libraries held at Western Michigan University, May 7-13, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Annotated Bibliographies, *Environment, *Environmental Education, *Library Collections, Library Material Selection, *Periodicals, *Public Libraries, Serials

With over 250 environment-related periodicals available to libraries in 1973, it seems imperative to provide a selective guide which will assist the small or medium-sized library in developing a reasonable cross-section of the great variety of periodicals in the field. The following list of seventy publications has been selected with such an objective. Although the list is necessarily subjective, the compiler has tried to provide sound information upon which the librarian may make a satisfactory selection. Included in the listing are national and international periodicals, in English, which contain a strong environmental emphasis. Regional publications have been excluded although many regions of the United States have excellent publications dealing with local environmental conditions. Newsletters, bulletins and other fugitive materials are excluded, as are periodicals published by agencies of federal or state governments. (Other Institute materials are available as LI 004 469, 004 471 and 004 427.) (Author/SJ)

ED 081 463 LI 004 471

Sichel, Beatrice

Guide to Private Citizen Action Environmental Groups.

Western Michigan Univ., Kalamazoo. School of Librarianship.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date 73

Grant—OEG-0-71-8533

Note—30p.;(0 references); Prepared for the Institute on Environmental Information Programs for Public Libraries held at Western Michigan University, May 7-13, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Citizen Participation, Citizen Role, Community Organizations, *Environment, *Organizations (Groups), Public Libraries

It is believed that this compilation will meet an information need that currently exists about environmental organizations. There are numerous directories and listings of environmental groups which furnish names, addresses, and brief statements of objectives, but they are frequently quite meager in their presentation of the history and character of their included organizations, and are usually arranged without regard either to sources of funding (tax-supported or private) or range of constituency (local, regional, state, or national). All of the organizations listed are private, nationwide, citizen action environmental groups. Wide latitude was allowed in the designation of particular groups as environmental groups. This guide has been prepared primarily for the public librarian, but it may be useful to other librarians and interested citizens. The public librarian receives frequent queries from patrons about environmental groups (both national and local) dealing with their history, programs and activities, existence of nearby chapters, membership requirements, and publications. For answers to these questions and for proper referral, this compilation will hopefully prove to be a valuable reference. This guide will also help the librarian who is providing a current awareness service to community organizations by assisting in channeling information to the proper groups by identifying their concerns and objectives. (Other Institute materials are available as LI 004 469, 004 470 and 004 472.) (Author/SJ)

ED 081 464 LI 004 472

Worden, Diane D.

Enviro-Films: Candid Reviews of 16mm. Films About Natural Resources and Our Environment.

Western Michigan Univ., Kalamazoo. School of Librarianship.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date 73

Grant—OEG-0-71-8533

Note—38p.;(0 references); Prepared for the Institute on Environmental Information Programs for Public Libraries held at Western Michigan University, May 7-13, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Environment, *Environmental Education, Evaluation, *Films, *Instructional Films, *Natural Resources, Review (Reexamination)

Film is a powerful tool, if used properly, to facilitate learning about our internal and external environments. These candid reviews of environment films have as a central theme the affective use of film as a medium. As a former science teacher, the author has been repeatedly disappointed in discovering upon preview that films described in non-commital terms and ordered for class use on the basis of content could be so dull. Because what we think we perceive is based on our individual prior experiences, the author's views may be substantially different from those of other viewers. This basic subjectivity has been tempered by the use of these criteria against which each film has been judged: (1) Is film as a communications medium used to its best advantage in presenting the content? (2) Is the presentation entertaining? (3) Is the subject appropriate to environmental education? (4) Is the information conveyed biased or balanced? The author's opinion of each film follows its title, running time, producer, date, series, distribution and price, or as much of the foregoing data as possible. (Other Institute materials are available as LI 004 469, 004 470, and 004 471.) (Author/SJ)

PS

ED 081 465 PS 006 587

Lambert, Howard

Comparison of Cognitive Developmental Theories of Ego and Moral Development.

Spons Agency—Illinois State Psychiatric Inst., Chicago.

Pub Date Sep 72

Note—2p.; Report from proceedings of 80th Annual Convention of the American Psychological Association, September 2-8, 1972, Honolulu, Hawaii

Available from—American Psychological Association, 1200 17th Street, N. W., Washington, D. C. 20036

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Adolescents, Adults, *Developmental Psychology, Elementary School Students, *Moral Development, *Personality Development, *Self Concept, Theories

Identifiers—Developmental Stages, Ego Development, Kohlberg Moral Development Test, Loevinger Sentence Completion Test

Two developmental stage theories concerned with moral development (Kohlberg) and ego development (Loevinger) were compared. Correlational relationships between the stages of each theory were measured, and a contingency table that visually portrayed the relationships between the stages was included. The study was based on two hypotheses: (1) There would be a high, positive correlation between the Loevinger and Kohlberg stages; and (2) The ego development test could be broken down into its various components. The Kohlberg Moral Development Test and the Loevinger Sentence Completion Test were the instruments used for assessment. Subjects included a group of 11- 15-year-old middle-class children to tap the lower ego levels, a group of young adults, clinical psychologists and psychiatric social workers. Analysis of results supported the first hypothesis, and the contingency table revealed clear parallels between the two series. The second hypothesis, however, was rejected. Discussion focused on characteristics of the instruments of measurement and theoretical implications. (DP)

ED 081 466 PS 006 617

Meilach, Dona Z. Mandel, Elias

A Doctor Talks to 5-to-8-Year Olds.

Pub Date 69

Note—89p.

Available from—Budlong Press Company, 5428 North Virginia Avenue, Chicago, Illinois 60625 ($1.75, paper)

Document Not Available from EDRS.

Descriptors—Animal Behavior, *Childrens Books, *Early Childhood Education, Human Development, Physical Development, *Reproduction (Biology), *Sex Education

One of a series of books written by doctors for their patients, this publication gives information about life in casual and straightforward children's language. Birds, fish and other animals are compared to humans and are used as examples to explain conception, birth and the development of babies to adulthood. To illustrate important concepts, photos, drawings and reproductions of famous works of art are used. (ST)

ED 081 467 PS 006 618

Larrigo, Marion O. Cassidy, Michael A.

A Doctor Talks to 9-to-12-Year Olds.

Pub Date 69

Note—75p.

Available from—Budlong Press Company, 5428 North Virginia Avenue, Chicago, Illinois 60625 ($1.75, paper)
Document Not Available from EDRS.
Descriptors—*Adolescents, *Childrens Books, Emotional Development, Heredity, *Individual Development, Physical Development, Reproduction (Biology), Sex (Characteristics), *Sex Education, Social Development

As a part of a series of books written by physicians for their patients, this publication explains heredity, birth, and growth patterns to pre-teen children. The chapters are written in language appropriate for children moving from childhood into their teens and deal with topics like: cells, conception, prenatal development, puberty, and changing attitudes in the process of sexual maturation. Accompanying this book for pre-teens is a short publication for parents, "Your Child From 9-to-12," that discusses physical development in this age group, sex education goals, and approaches to imparting information. (ST)

ED 081 468 PS 006 642
King, Beverly Forman
Inclusion of Parents in Supportive Educational Experiences.
Pub Date 72
Note—148p.
Available from—Royal Enterprises, P. O. Box 4171, Fort Worth, Texas 76106 ($3.95 plus 350 handling)
Document Not Available from EDRS.
Descriptors—*Disadvantaged Youth, Intellectual Development, Learning Motivation, *Parent Child Relationship, *Parent Participation, *Parent School Relationship, Parent Teacher Cooperation, Perceptual Development, *Preschool Programs, Sex Differences, Verbal Development
Identifiers—Primary Academic Sentiment Scale, Primary Mental Abilities Test

A study was developed to involve parents in the learning environment of children attending a Head Start Child Development Center in the belief that it is crucial for the home and school to work closely for the development of the child. The purposes of the study were to (1) develop a series of take-home packets for involvement of parents and child, (2) investigate the effect of cooperation between home and school in learning experiences for children in the center, (3) determine if parent-teacher cooperation increases a child's motivation for learning, and (4) ascertain if parent-child interaction in learning experiences reflects a higher measure of intelligence. The children (N=64) were pre- and posttested on the Primary Mental Abilities Test and scored significantly higher on the posttest. It was concluded take-home packets contributed to the child's awareness of his mother's helping role. Child-parent-teacher interaction improved. Although a high degree of motivation appeared to be present during the study, results of tests do not support increased motivation. Greater parental dependency was reflected by the experimental group. (ST)

ED 081 469 PS 006 667
Krause, Dorothy Olson, Borghild
MP MP: A Program of Motor-Perceptual Movement Patterns.
Pub Date 72
Note—116p.; See PS 006 666 for resume of the book, "Motor-Perceptual Movement Patterns"
Available from—Mrs. Borghild L. Olson, 2609 Hackberry, LaCrosse, Wisconsin 54601 (Spiral-bound or loose cards, $3.50)
Document Not Available from EDRS.
Descriptors—Body Image, Body Language, *Early Childhood Education, Exercise (Physiology), Eye Movements, *Motor Development, *Perceptual Motor Coordination, *Physical Activities, *Psychomotor Skills

This collection of color and symbol-coded cards comprises an activity program designed to help parents, teachers, or tutors teach basic movements to children. The 10 sets of activities included in the program are (1) relaxation, (2) flip flops and crawling, (3) lifting and rolling, (4) limb movements, (5) rolling, (6) creeping, (7) locomotion (walking, running, and jumping), (8) balance, (9) locomotion (hopping, skipping, and galloping), and (10) body parts. Each of these sets contain five kinds of movement patterns: (1) general movements, for control and coordination; (2) specific movements, for development of skill and dexterity; (3) eye movements, for improved visual perception; (4) communication patterns, for development of body and vocal language; and (5) visual-perceptual patterns, for observing and thinking. Activity instructions, material suggestions, and performance assessment cards are included. (ST)

ED 081 470 PS 006 685
Riley, Christine A. Trabasso, Tom
Logical Structure Versus Information Processing in Making Inferences.
Pub Date 31 Mar 73
Note—12p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 31, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstract Reasoning, *Cognitive Development, Feedback, *Information Processing, *Logical Thinking, Memory, *Preschool Children
Identifiers—Transitive Inferences

This study is based on an earlier investigation by Brant and Trabasso, in which it was demonstrated that 4-year-old children could perform transitive inferences when training forced information encoding by involving questions about two comparative dimensions of an object (long and short). The present study was designed to examine the sources of difficulty that children have in making inferences and to investigate the crucial factors in the Bryant and Trabasso procedure that contributed to its success. The following three experiments were conducted: (1) replication of Bryant and Trabasso, (2) traditional approach using only one comparative dimension (longer), and (3) both comparative questions asked across pairs rather than within each pair. Results of initial training indicated that in traditional studies failure to make transitive inferences was not necessarily due to inability to infer, but inability to encode comparative relations. Retraining with verbal and visual feedback was undertaken, and the information processing demands of each experiment were analyzed. It was concluded that children need to be cued to both dimensions to make inferences and that the information processing demands are generally the crucial determinants of children's success or failure. (DP)

ED 081 471 PS 006 700
Henderson, Ronald W. Swanson, Rosemary
The Socialization of Intellectual Skills in Papago Children: The Effects of a Parent Training Program.
Arizona Univ., Tucson. Arizona Center for Educational Research and Development.
Spons Agency—Arizona State Dept. of Education, Phoenix.; Indian Oasis Elementary School District 40, Sells, Ariz.
Pub Date 1 Jul 73
Note—56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Development, *Cultural Differences, *Elementary School Students, Grade 1, Home Visits, Imitation, Intervention, *Learning, Paraprofessional School Personnel, *Parent Education, Parent Participation, *Socialization, Training
Identifiers—Henderson Environmental Learning Process Scale, Metropolitan Achievement Test, Papago Indians

Thirty mothers of first-grade Papago Indian children were trained by selected Papago paraprofessionals to teach their children to ask causal questions. The procedures used by the mother in the home environment included role playing, modeling and giving the child verbal praise. Between formal training sessions with the paraprofessionals, the mothers practiced a previously learned skill with their children. Study findings of the children's question-asking response data indicate that the mothers, after having training in socialization skills, significantly increased their children's performance on the question-asking tasks over performance attributable to direct modeling instruction by the experimenter. A later factor analysis suggests that well planned instruction, targeted on specific skills, may be effective regardless of a child's general level of past achievement in academic subjects. A list of the paraprofessional training objectives, a table of parent training lessons and goals, achievement test data, and factor questionnaires are also included. (ST)

ED 081 472 PS 006 703
Siegel, Alexander W. And Others
Recognition Memory in Reflective and Impulsive Preschool Children.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73
Note—16p.; Preprint of article to appear in "Child Development"
Available from—Learning Research and Development Center, Pittsburgh University, 160 North Craig Street, Pittsburgh, Pennsylvania 15260 ($0.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Processes, *Conceptual Tempo, Individual Differences, Inner City, *Memory, Negroes, Perception, *Preschool Children, *Recognition, Visual Discrimination, Visual Learning, Visual Stimuli
Identifiers—Kansas Reflection Impulsivity Scale, Matching Familiar Figures Test

The reflection-impulsivity (R-I) dimension of individual variation incognitive processes is discussed. A literature review focuses on studies that have supported the validity of the R-I dimension as a concept, and studies providing evidence of a direct relationship between the R-I dimension and visual scanningstrategies. This study compares the performances of eight reflective and eight impulsive children (based on results of the Kansas Reflection-Impulsivity Scale) on a forced-choice recognition memory task. Subjects were black children attending an experimental inner-city preschool. The recognition memory task was divided into four experimental conditions of varying difficulty because of varying degrees of similarity between the correct and incorrect stimuli. It was hypothesized that the reflective children would perform significantly better in all four conditions. Results supported the hypothesis, and it was concluded that the tendency to perform detailed visual feature analysis is a major component of the cognitive-perceptual basis that underlies the R-I dimension. (DP)

ED 081 473 PS 006 708
Special Food Service Program for Children.
Food Research and Action Center, New York, N.Y.
Pub Date [73]
Note—20p.
Available from—Food Research and Action Center, 25 West 43rd Street, New York, N.Y. 10036 (No charge, limit of 10 copies per request)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Day Care Services, *Disadvantaged Youth, *Federal Aid, *Federal Legislation, *Federal Programs, Food Standards, Neighborhood Centers, *Nutrition, State Federal Support, Voluntary Agencies
Identifiers—*Special Food Service Program for Children

This booklet presents information on a Federal program which provides funds to institutions that feed children not in school. Day care, Head Start, and neighborhood centers and summer recreation programs qualify for aid under this program. Section I deals with the operation of the Special Food Services Program for Children (SFSPC) and is divided into sections concerning legislation, regulations, program finances, donated commodities, equipment, and summer feeding requirements. Section II, the SFSPC Bill of Rights, enumerates 12 rights pertaining to federal food programs guaranteed by law. The booklet provides specific information on funding applications. (ST)

ED 081 474 PS 006 709
Biber, Barbara Franklin, Margery B.
Issues in the Relation of Psychology to Childhood Education.
Pub Date 31 Mar 73
Note—19p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pa., March 31, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Behavior, *Cognitive Development, *Early Childhood Education, Educational Innovation, *Educational Theories, Formative Evaluation, *Psychology, Summative Evaluation, Teacher Role

Issues concerned with the widespread application of psychological theory and research to childhood education are discussed. Educational programs based on behavioral and cognitive psychological theories are compared in terms of the values they communicate to children. The innovative early childhood programs of the 60's which focused on reducing learning deficits are reviewed. A new educational focus is proposed, based on the interaction of cognitive and affective aspects of psychological functioning. Finally, the effect of involvement in education on the field of psychology is discussed. The need for better methods of analyzing total school environments and the inadequacies of the present methods of evaluation are emphasized. It is argued that formative (process-oriented) evaluation rather than summative (outcome-oriented) evaluation is desirable. (DP)

ED 081 475 PS 006 710

Askins, Billy E. Alford, Gay

Evaluation of Effects of the Clovis - Portales Bilingual Early Childhood Program: Final Report, 1972-73.

Adobe Educational Services, Lubbock, Tex.; Clovis Public Schools, N. Mex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Bureau No—27-00694-0

Pub Date May 73

Grant—OEG-0-72-5239(280)

Note—49p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bilingual Education, *Demonstration Programs, *Disadvantaged Youth, Evaluation, Home Visits, *Intervention, Language Ability, Parent Participation, Post Testing, *Preschool Education, Pretests, Readiness, Self Concept, Spanish Americans

Identifiers—*Bilingual Early Childhood Program, Elementary Secondary Education Act Title VII, ESEA Title VII, New Mexico, Responsive Environment Program

Initiated in 1972, the Bilingual Early Childhood Program (BECP) serves as early intervention for 3- and 4-year-old children in Clovis and Portales, New Mexico (40 children at each site). Target group children were predominantly from Spanish-speaking backgrounds and were selected as participants using guideline requirements of language, background, income of parents, and residence. The goal of the BECP is to demonstrate that early childhood bilingual education intervention will facilitate the learning of two languages (English and Spanish) simultaneously in a responsive environment designed to enhance the child's cognitive, affective, and psychomotor development. Specific objectives were developed for the program components: instruction, staff development, materials development, and community-parental involvement. The evaluation design for the instructional component was within a framework of a pretest-posttest design without a control group. Abilities measured were: language development in English and Spanish, school readiness, and subjective evaluation of self-concept. Findings indicated that the students made significant gains in language ability in English and in Spanish, and in general school readiness. The children developed and maintained a positive self-image and developed substantially in various dimensions of personality growth. It was concluded that BECP functioned as planned for the target group. (Author/ST)

ED 081 476 PS 006 714

Dubanoski, Richard A. Kong, Colleen

The Effects of Pain Cues on Hitting Behavior.

Pub Date Mar 73

Note—13p.; Paper is based on a presentation given at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pa., March 29 - April 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aggression, *Anti Social Behavior, *Early Childhood, Extinction (Psychology), *Operant Conditioning, *Reinforcement, Response Mode

This study investigates the effects of pain and non-pain consequences on groups of 22 high- and 22 low-aggression boys, as determined by a peer rating scale. The boys, who had a mean age of 10 years, 8 months, were instructed to hit a punching apparatus. Through earphones, half of each group heard pain cues, i.e., "ouch", while the other half heard neutral stimuli. The conditioning session lasted three minutes and was followed by a 2-minute extinction period. Frequency of hitting for each 30-second interval was recorded. It was found that the boys in the pain-cue condition exhibited significantly more hitting responses than the boys in the non-pain-cue condition, and the high aggressive boys performed almost twice as many hitting responses and responded less to extinction than the low aggressive boys. (DP)

ED 081 477 PS 006 715

Moore, Raymond S. Moore, Dennis R.

The Pre-School Movement: Panacea or Portent?

Hewitt Research Center, Berrien Springs, Mich.

Pub Date 72

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Early Admission, Educational Theories, *Literature Reviews, Mental Development, Parent Attitudes, *Parent Child Relationship, Physical Development, *Preschool Education, *Readiness

Identifiers—*Early School Entrance

This review of educational research pertaining to school readiness criticizes the current movement towards earlier schooling for children. Research findings in any one of a number of areas suggest the undesirability of schooling for 3-, 4-, and 5-year-olds. Four areas of study investigated in this review which support the above hypothesis are concerned with: (1) comparative school entry ages: early entrants are less stable, less motivated, and more anxious than later entrants; (2) parental attitudes and deprivation: the more parent-child interaction, the faster the child develops social and language skills; (3) neurophysiology and cognition: the critical stages of a child's intellectual and physical development should not be rushed; and (4) affective development: emotional development is impaired when a child leaves home to enter school at a very early age. It is concluded that the home, and not the school, is the young child's educational center. (ST)

ED 081 478 PS 006 719

Krim, Alaine S.

Comprehensive On-Site Services in an Emergency Relocation Hotel.

Pub Date 31 May 73

Note—15p.; Paper presented at the Anniversary Meeting of the American Orthopsychiatry Association (50th, New York, New York, May 31, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Crisis Therapy, Day Care Programs, *Disadvantaged Youth, Emotional Adjustment, Family Health, *Family Problems, Housing, Human Services, Intervention, Mental Health, *Relocation, Urban Environment, *Welfare Services

This paper describes a comprehensive program to provide on-site services to poor families following emergency relocation caused by various catastrophes. When the report was prepared, the program involved 75 to 125 families (primarily black and Spanish-speaking) temporarily living in a hotel. The program's objectives were to (1) develop coordinated agency efforts to provide on-site medical, welfare, educational, recreational, and mental health services; (2) help families develop coping skills for the period of relocation, including the eventual move to permanent housing; (3) study the effects of trauma on children and families and provide mental health crisis intervention; and (4) determine special needs that might require new approaches. Interested community groups, public and volunteer agencies, and the hotel families operate the program. A day care center staff works with preschoolers and parents to prevent potential developmental damage to traumatized children. Common responses of the children and their parents (fantasies and behavior patterns) are noted and discussed in terms of the effects of separation from familiar objects and surroundings. It is concluded that the on-site program has been initially successful in alleviating distress and preventing further deterioration. (DP)

ED 081 479 PS 006 722

Bilby, Robert W. And Others

Parental Variables as Predictors of Student Self-Conceptions of Ability.

Pub Date Feb 73

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Performance, *Behavior Change, Behavior Theories, *Elementary School Students, Expectation, *Parent Attitudes, Parent Child Relationship, *Self Concept, Student Role

Identifiers—Michigan State Self Concept of Abilities Scale

Parental control of children's academic performance is discussed in terms of two perspectives in social psychology: behavioral modification and symbolic interactionism. A synthesis of the two approaches provides a multiple view of self-conceptual behavior, in which self-concept is considered a social psychological concept subject to variation across time and situations. This study dealt with fifth- and sixth-graders' verbalizations about their abilities and competencies associated with their roles as students. Self-report categories consisted of nine variables derived from the behavioral modification and symbolic interactional treatments of parental control. Child-parent pairs (N=120) from four communities served as subjects. Children's self-conceptualizations were assessed using the Michigan State Self Concept of Abilities Scale; parental behavior was assessed directly through interviews. Analysis of results indicated further empirical support for the notion that parents' evaluations are crucial in shaping children's self-conceptualizing behaviors with regard to their competence as students. The magnitude of all measured associations, however, was moderate to weak. Discussion of results concerned strategies to increase parental effectiveness in positively affecting children's academic attitudes and behavior. (DP)

ED 081 480 PS 006 723

Honig, Alice S. Lally, J. Ronald

Assessing the Behaviors of Caregivers. ABC-I and ABC-II.

Pub Date 73

Note—11p.; Oversized pages, actual page count 9

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Check Lists, *Child Care Workers, Evaluation Methods, Evaluation Techniques, *Infants, Interpersonal Relationship, Program Evaluation, Social Environment, *Teacher Behavior, *Teacher Evaluation

Identifiers—Assessing the Behaviors of Caregivers I and II

Two versions of the Assessing the Behavior of Caregivers (ABC-I, ABC-II) Rating Checklist were developed. These instruments were designed to assess infant environments by studying actual ongoing behaviors, as opposed to idealized stated objectives of programs or psychometric criterion scores of the infants. The checklists were created to (1) be brief, economical instruments, easy to apply in the classroom, with high interobserver reliability; (2) provide a means of assessing whether an infant program actually provides the inputs which have been articulated as specific program goals; and (3) provide a means of reliably monitoring infant programs, thereby insuring the maintenance of quality day care. ABC-I, a 40-item checklist, focuses on behavioral areas which reflect educational goals for infants under 18 months. ABC-II, designed for use with infants from 18 to 36 months, has 44 items representing age-appropriate developmental goals. Interobserver reliability is reported to be 84% and 88% for the two checklists based on a total of 34 hours of observation. Studies are listed which have used the instruments. (DP)

ED 081 481 PS 006 727

Rabinowitz, Melba

Infancy and Science.

Parent Child Developmental Center, New Orleans, La.

Pub Date 73

Note—10p.; Paper prepared for a workshop in "Sciencing with Children" (New Orleans, Louisiana, Spring, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Development, *Early Childhood Education, *Infants, *Instructional Materials, *Learning Activities, *Perceptual Motor Learning

Activities that allow infants to investigate their own environments are suggested in this discussion of science and its relationship to cognitive

development. Emphasis is placed on the infant's own manipulation of wet and dry materials such as: bathwater, food, boxes, pockets, magazines and balls, all of which are readily available in most homes. (DP)

ED 081 482 PS 006 728

Rabinowitz, Melba

The New Orleans Model for Parent-Infant Education.

Parent Child Developmental Center, New Orleans, La.

Pub Date Apr 73

Note—19p.

Available from—Curriculum Specialist, Parent Child Developmental Center, 3300 Freret Street, New Orleans, Louisiana 70115 (free of charge)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Demonstration Programs, Educational Objectives, *Infants, Models, *Parent Child Relationship, *Parent Education, Role Playing, *Teaching Methods, Vocabulary Development

This paper states the basic assumptions underlying the philosophy and methods used in a parent-infant education program at the Parent Child Development Center in New Orleans designed to teach and emphasize all aspects of a child's development. The assumptions discussed in relation to program content are: (1) some parents have child-rearing styles which negatively influence some aspect of their child's development; (2) parents need a general base of child-rearing information in order to make informed choices about their own practices; (3) parents who understand underlying principles of human development will be more likely to use these forces to support growth and learning; and (4) adults and children learn best in a supportive, self-respecting relationship with others. Methods of teaching parents include the observation of models of adult-child interaction styles, and parent participation in discussions and demonstrations on the management of children in a variety of situations. The program emphasizes the parent's language and vocabulary development to help the parent become more independent in seeking child development information. (For related document, see PS 006 733.) (ST)

ED 081 483 PS 006 731

Weikart, David P. *Hohmann, Charles F.*

Classification in the High/Scope Cognitive Curriculum.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Pub Date Mar 73

Note—16p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Classification, *Cognitive Development, *Cognitive Objectives, Compensatory Education, *Curriculum Development, *Early Childhood Education, Educational Innovation, Educational Objectives

Identifiers—High Scope Cognitively Oriented Curriculum

The need for educational reform is argued, based on a growing awareness of the general ineffectiveness of school for most children. Alternative educational programs based on behavioral analysis are judged inadequate, because they are based upon the same inappropriate goals as traditional education. In order to make educational reform effective, it must be recognized that (1) education must be perceived as a broad sweep of actual service to children, and (2) the task of education is not to directly prepare children to compete successfully in the adult world, but to be competent children. The High-Scope Curriculum, based on Piagetian theory and concerned with creating opportunities for maximal cognitive development, is presented as a viable educational approach. The curriculum incorporates Piaget's positions on action, representation, and language. It is prepared for teachers who are trained to put into action a theoretically-based program with broad developmental goals. A sequence of classification exercises is considered useful in structuring classroom activities and delineating constructive directions for each child. Such a sequence, directly based on Piaget's experiments, is presented. (DP)

ED 081 484 PS 006 733

Rabinowitz, Melba

In the Beginning: A Parent Guide of Activities and Experiences for Infants from Birth to Six Months. Book I.

Parent Child Developmental Center, New Orleans, La.

Pub Date 73

Note—161p.

Available from—Curriculum Specialist, Parent Child Developmental Center, 3300 Freret St., New Orleans, La. 70115 ($5.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Child Development, *Disadvantaged Groups, Family Environment, *Home Programs, Home Visits, *Infants, Parent Child Relationship, *Parent Education, Stimulation, *Workbooks

This workbook, directed toward the nonreader, was designed for the New Orleans Parent Child Developmental Center's Infant Program. It offers parents day-by-day suggestions for stimulating infants from birth to six months. Experiences related to the child's visual, auditory, muscular and language development, as well as hints on routine and reinforcement methods, are explained in simple form and accompanied by illustrations and checklists. Emphasis is placed on the parent's communication with the baby and the baby's reactions to his environment. (For related document, see PS 006 728.) (ST)

ED 081 485 PS 006 736

Cameron, Paul

How Much Do Mothers Love Their Children?

Pub Date [69]

Note—16p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Abortions, *Affection, Birth Order, *Infants, Interviews, *Mother Attitudes, *Parent Child Relationship, *Pregnancy, Prenatal Influences, Questionnaires

A total of 225 mothers, ages 19 to 64, were asked how they felt about their children (N=309): (1) upon knowledge of pregnancy, (2) at the quickening, (3) at birth, and (4) at the time of the interview. Results contradict some of the rationale behind the current liberalized abortion arguments by showing that initially unwanted children are loved as much by their mothers as initially wanted children. While 8% of the mothers studied were most distressed, and 28% were ecstatic upon learning of pregnancy, maternal affection for the child grew with the quickening and increased by the time of birth. At the time of the interview, no differences were apparent between the two polar groups of mothers along the dimension of expressed love for the child. Other questions discussed include: (1) Do mothers favor the firstborn?; (2) Does the mother's age affect her affection for the child?; and (3) How do women usually feel when they discover they are pregnant? (Author/ST)

ED 081 486 PS 006 737

Selman, Robert L.

A Structural Analysis of the Ability to Take Another's Social Perspective: Stages in the Development of Role-Taking Ability.

Pub Date 29 Mar 73

Note—31p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Early Childhood, *Logical Thinking, Longitudinal Studies, Models, Moral Values, *Role Playing, Self Concept, *Social Development, *Socialization, Social Values

Identifiers—*Piagetian Stages

This report focused on the analysis of the concept of social role-taking (social perspective-taking) from a structural or Piagetian point of view. The stages of social role-taking were defined, in accordance with structural criteria, to try to indicate why, for a given stage, each aspect of the stage logically implied each other aspect. The description attempted to make clear that the definition of an invariant sequence of stages implies a logical order among the stages, that is, that Stage 2 must imply Stage 1 but must not imply Stage 3. Such logical order within a stage and between stages implies that the stages themselves involve logical social operations or social relations. The longitudinal and cross-sectional data seem to support this structural-developmental point of view of the concept of social role-taking. Tables and questionnaires are included. (Author/ST)

ED 081 487 PS 006 742

Wolf, Robert L.

A New Look at Evaluating Early Childhood Education Programs.

Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.

Pub Date 73

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Early Childhood Education, Educational Accountability, Educational Administration, *Educational Environment, *Formative Evaluation, Psychometrics, Reliability, Student Teacher Relationship, *Summative Evaluation, *Teacher Evaluation, Validity

It is argued that early childhood education programs should be evaluated in terms of criteria other than measurement and testing procedures. Programs should be judged on criteria such as responsiveness to clients--the children, parents, and communities they serve. Teachers trained in observational and evaluative techniques should conduct ongoing assessment of children. The importance of teacher self-evaluation to examine effectiveness is discussed in relation to the emotional climate of the program as established by administrators. Summative evaluation, which assesses the overall worth of a program at an end point, is distinguished from formative evaluation, which focuses on strengths and weaknesses of the program and leads to strategies for improvement. The latter type of assessment is recommended for education, using feedback from parents, other teachers, administrators, paraprofessionals, the children, and the community. The implementation of formative evaluation procedures would affect the nature of accountability for program success or failure. (DP)

ED 081 488 PS 006 749

A Cooperative Plan to Establish an Early Childhood Center for the Invention, Demonstration, and Evaluation of Innovative Practices in Early Childhood Education. Final Report.

Irondequoit Central School District 3, Rochester, N.Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No—DPSC-68-6387

Pub Date 1 Jun 71

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Development, Early Childhood Education, *Educational Innovation, Inservice Teacher Education, *Open Education, *Preschool Programs, *Student Teachers, *Teacher Education, Teacher Improvement, Team Teaching

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Preschool Inventory, Slosson Intelligence Test (SIT)

In 1968 an upstate New York School district, acting on behalf of nine school districts, planned and established an Early Childhood Center. This evaluative report of a 2-year demonstration preschool, modeled on the British Infant School, describes the open classroom arrangement and its effect on the center's children, teachers, and student teachers. A major objective of the program was to create an atmosphere in which teachers could experiment without fear of failure, could learn from one another, and promote their own growth. The Center educated student teachers and aides from State universities and colleges. Dissemination services included workshops, courses, conferences, the establishment of a library (whose resources were available to teachers in nine counties), and monthly meetings for parents. (ST)

ED 081 489 PS 006 751

Cornish, Robert L., Ed.

Classroom Activities to Develop Creativity.

Arkansas Univ., Fayetteville. Coll. of Education.; Fayetteville School District 1, Ark.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No—DPSC-66-2648

Note—59p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Class Activities, *Classroom Environment, Conformity, Convergent Thinking, *Creativity, Divergent Thinking, *Early Childhood Education, Educational Objectives, Imagination, Originality, Sensory Experience, *Teaching Guides
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

A vitally important objective for the classroom teacher is to foster children's creative thinking. In this activity book for teachers of young children, the need for independence and creativity in modern society is discussed as an antidote for the conformity and depersonalization characteristic of our culture. Teacher flexibility and acceptance of children are noted as the crucial determinants of a classroom atmosphere that promotes creativity. The teacher concerned with creativity attempts to set up problem situations for the children for which there is no one correct response, so that students can independently try out different solutions. The manual is divided into 11 sections, each of which suggests activities to stimulate abilities that a creative individual might possess: (1) sensitivity to problems, (2) fluency of ideas, (3) fluency of associations, (4) flexibility, (5) originality, (6) redefinition or ability to arrange, (7) elaboration, (8) sensory awareness, (9) divergent thinking, (10) independence in thinking and judgment, and (11) imaginative activities. Classroom activities designed to enhance each of these abilities are included for each section. (DP)

ED 081 490 PS 006 752
Landry, Richard G. *Pardew, E. Michelle*
Self-Concept Enhancement of Preschool Children.
Pub Date Feb 73
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 26 - March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Developr..ental Guidance, Middle Class, Personal Growth, Personality Development, *Preschool Children, *Self Concept, *Self Concept Tests
Identifiers—Developmental Profile, Thomas Self Concept Values Test (TSCVT)

This study investigated whether a self-concept enhancement program would effect significant change in the self-concepts of 4-year-old middle class preschoolers as compared with classmates not in the program. All participating children (N=52) were pre- and posttested using the Thomas Self-Concept Values Test and the Developmental Profile. The experimental group consisted of 34 children, who participated in 33 sessions (one 20- to 30-minute session per day) over an 11-week period. Activities focused on enhancement of the physical, intellectual, emotional, and social self. The control group consisted of 18 children. Results indicated the experimental group did show more significant changes in self-concept scores than the control group. Parallels were observed between significant self-concept scale changes in the experimental group and certain specific self-concept enhancement activities. Teachers' ratings and children's self-reports indicated very significant increases on the factor scales of happiness, sociability, sharing, less fear of things and people, independence, self-confidence, and sensitivity to others. The control group showed only a significant increase in self-awareness. This study has underscored the need for self-concept enhancement programs as a crucial aspect of preschool experience. (DP)

ED 081 491 PS 006 753
Bronfenbrenner, Urie
An Emerging Theoretical Perspective for Research in Human Development.
Pub Date 15 Jan 73
Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 26 - March 1, 1973)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Behavioral Science Research, *Early Childhood, Environmental Influences, *Human Development, *Parent Child Relationship, Research Design, *Research Methodology, Social Environment, Socialization

The emergence of a new theoretical framework for research in human development is discussed. The theoretical perspective is contrasted with the classical laboratory experiment, which produces ecologically invalid research because of the restrictions of the artificial laboratory environment. The emerging framework enhances ecological validity by incorporating four sets of properties: (1) reciprocality, which refers to the two-way nature of the model, so that the child is viewed as a stimulus and a socializing agent as well as a reactive being; (2) role specification, characterized by role delineation for each participant in the research and the systematic examination of these roles as independent variables; (3) N-person versus two-person systems, which refers to the extension of the number of participants studied (study of mother-child, father-child, mother-father interactions as opposed to mother-child interaction only); and (4) second-order effects, the study of the effects of a third person or external agents (e.g., equipment designed for infant stimulation or, at an older age level, television) on human interaction. It is argued that most environmental variance on human behavior derives from second-order impact of societal institutions, and therefore an examination of secondary effects is valuable for scientific analysis and the enhancement of human development. [Not available in hard copy due to marginal legibility of original document.] (DP)

ED 081 492 PS 006 754
Kagan, Jerome *Kearsley, Richard*
Effects of Day Care on Early Child Development. Progress Report.
Harvard Univ., Cambridge, Mass. Dept. of Psychology and Social Relations.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.
Pub Date Apr 73
Note—83p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Behavior, Caucasians, *Child Development, Chinese Americans, Cognitive Development, *Comparative Analysis, *Day Care Programs, Lower Class, Middle Class, *Multilingualism, *Preschool Tests, Social Development, Spanish Americans
Identifiers—Family Day Care, Home Care, Separation Anxiety, Stranger Anxiety

A research project attempted to discover whether residence in the Tremont Day Care Street Infant Center for 27 months had any significant effect on the cognitive, social and affective development of infants. Children entered this multilingual day care setting at 3 1/2 months and were from Chinese-speaking, Spanish-speaking, or English-speaking homes. Three matched groups of children received different treatments: (1) 28 attended the Tremont Street center, (2) 28 were raised at home, and (3) 10 were in custodial day care programs. Preliminary research results are discussed in this progress report. Interpretation is largely concerned with maturational processes that appear to significantly affect the child's reactions to change in habituated events. Most of the report is concerned with assessment and data analysis, although some logistical issues are reviewed. (MS)

ED 081 493 PS 006 755
Ammon, Paul R.
Syntactic Elaboration in the Speech of Lower-Class Black and Middle-Class White Preschool Children.
California Univ., Berkeley. Inst. of Human Learning.
Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (D-HEW), Washington, D.C.
Pub Date 1 Mar 73
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Caucasians, *Disadvantaged Youth, *Language Development, Language Handicaps, Lower Class, Middle Class, Negroes, *Preschool Children, *Psycholinguistics, *Syntax
Identifiers—Syntactic Elaboratio

This study was designed to investigate the assumption that young, lower-class black children have language deficits based on the use of a restricted (as opposed to an elaborated) syntactic code. The speech of 69 black, lower-class and 30 white, middle-class 4 1/2-year olds was compared. Speech samples were elicited through semistructured picture interviews, which were tape recorded. Two types of syntactic units, verb-complement units and noun phrases, were selected for analysis. Each unit was coded with respect to features describing internal structure, grammatical function, and context in the interview. Coding reliability was reported to be at least 90% accurate in all cases. Results indicated that the total number of units produced by an average subject was quite similar for both groups. Elaborative elements added to a verb-complement (expansion units) were analyzed, and there was virtually no difference (in relative frequency) between the two groups. Expanded units were further studied for nine variables, only three of which were significantly different between groups, with one difference favoring the lower-class children. Deletions of basic constituents of sentences were analyzed, and the data showed little or no relationship to the elaboration deficit hypothesis. It was concluded that this hypothesis is not empirically supported. (DP)

ED 081 494 PS 006 765
Leifer, Aimee Dorr
Contexts for Behavior in Television Programs and Children's Subsequent Behavior.
Pub Date 30 Mar 73
Note—7p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aggression, Behavior Development, *Early Childhood, Environmental Influences, Models, Reactive Behavior, *Social Behavior, *Socialization, *Television Viewing
Identifiers—Sesame Street

Aggression is examined in this discussion of the role of television in the development of young children's social behaviors. The way aggression is interpreted by children watching television and program influences on the children's own aggressive behavior are among topics considered. Some suggestions are made in regard to context of aggression sequences, viewer's interpretation and maturity, and children's understanding of programs. Reactions of children to aggressive models and models of prosocial behavior are discussed. (ST)

ED 081 495 PS 006 768
Okon, Wincenty *Wilgocka-Okon, Barbara*
The School Readiness Project. Experiments and Innovations in Education, No. 2.
International Bureau of Education, Geneva (Switzerland).
Pub Date 73
Note—31p.
Available from—United Nations Educational, Scientific and Cultural Organization, Place de Fontenoy, 75700 Paris, France ($1.00; also available in French or Spanish editions)
Document Not Available from EDRS.
Descriptors—Academic Performance, *Early Childhood Education, *Educational Innovation, *Educational Research, *Learning Readiness, Parent Attitudes, *School Readiness Tests, Social Development, Socioeconomic Influences, Success Factors
Identifiers—Poland, *School Entrance Age, UNESCO

This booklet describes in detail the research phase and the subsequent innovations of the investigation of school readiness in 6- and 7-year-old Polish children. The research focused on three problems: (1) to discover reliable methods of evaluating school readiness; (2) to state relations between the child's developmental level and environmental conditions, so that abilities to gain individual experience may be predicted; and (3) to examine forms of educational activities in the preschool period in order to find those that most effectively stimulate developmental processes. A test for school readiness was then devised and generally accepted by the primary school teachers in Poland. A description of the campaign for, and reactions against, educational innovation; criticisms of the readiness test; a discussion on starting school early; and a review of the country's school readiness literature are included. (ST)

ED 081 496 PS 006 769

LaVoie, Joseph C.

A Developmental Study of Reasoning and Its Effect on Resistance to Deviation in Children of High and Low Maturity of Moral Judgment.

Nebraska Univ., Omaha. Dept. of Psychology.

Pub Date Mar 73

Note—31p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Age Differences, Cognitive Development, *Elementary School Students, *Moral Development, *Punishment, Sex Differences, *Socialization, Social Maturity

Identifiers—Internalization, Moral Judgment Test, Resistance to Deviation Test

This study investigated the effects of sex of child, age, rationale focus, rationale orientation, and maturity of moral judgment on resistance to deviation in 120 children (7 to 11 years old) using the standard punishment paradigm. Children were randomly assigned to a consequence- or intentions-focused rationale with an object or person orientation in a 2x3x2 factorial design. The following predictions were made: (1) a rationale will be more effective in reducing deviation in girls, (2) deviation will decrease across age for the intentions rationale, (3) person-oriented rationales versus object orientation will increase in effectiveness with age, (4) person-oriented rationales will be more effective with girls than boys, and (5) children who are more mature in moral judgment will be less deviant. Results indicate that for all measures girls were less deviant than boys; age significantly increased latency to first deviation when the rationale focused on intentions but not consequences; person-oriented rationales tended to increase in effectiveness (that is, latency to first deviation was longer) with increasing age for boys but not girls, and children who scored high on the moral realism measure were less deviant. Content of the reasoning seemed to be a major factor in the relationship between the child's level of moral judgment and moral behavior. (ST)

ED 081 497 PS 006 770

Crockenberg, Susan Bryant, Brenda

Helping and Sharing Behavior in Cooperative and Competitive Classrooms.

Pub Date Mar 73

Note—29p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Altruism, *Classroom Environment, *Classroom Observation Techniques, *Elementary Education, Grade 4, Imitation, Reinforcement, *Social Behavior, Student Teacher Relationship, Teacher Behavior

Identifiers—Learning Environment Inventory for Young Children, Naturalistic Research, Teacher Observation Scale

This pilot study investigates the socializing effect of school environments, specifically with respect to helping and sharing in children. Environmental conditions presumed to promote the development of helping and sharing in children are: (1) interdependent goals, (2) modeling, (3) reward of helping and sharing, (4) awareness of others' feelings, and (5) use of control or power. The Teacher Observation Scale was developed, based on 4 months' observation of 4th-grade classrooms and was tested for inter-observer reliability in 96 observation sessions. Two classrooms were selected and an extreme groups approach was used. Class A was designated as cognitively oriented; Class B, socially oriented (based on the principal's judgment of teacher behavior and classroom structure, and teachers' descriptions of their goals. Teacher A was expected to encourage helping behavior; Teacher B was expected to be less likely to do so. The Learning Environment Inventory for Young Children was administered to determine students' environmental perceptions. It was predicted that Class A students would show more altruistic behavior than Class B students. The Observation Scale, applied to both classes, varied in the predicted direction on teacher dimensions. Analyses of children's perceptions and behavior provided preliminary positive results. A discussion of the pros and cons of using a naturalistic/observational approach to study children's altruistic behavior is presented. (DP)

ED 081 498 PS 006 774

Pile, Naomi F.

Art Experiences for Young Children.

Pub Date 73

Note—120p.; Threshold Early Learning Library; Volume 5

Available from—Threshold Division, The MacMillan Company, 866 Third Avenue, New York, New York 10022 (paper, $7.95)

Document Not Available from EDRS.

Descriptors—Age Differences, *Art Activities, Art Appreciation, *Art Education, Art Expression, *Art Materials, Creativity, *Guides, *Preschool Children, Teacher Role

This book points out methods and materials that can be used by teachers helping preschoolers express their ideas and emotions through art. Hints on how to create atmosphere conducive to artwork and how to increase children's awareness of the visual world are given, along with hints on buying, using, and storing materials. Specific instructions are included (with line drawings and photographs) for painting, clay, drawing, college, wood sculpture, weaving, stitchery, and mobile construction projects. Also included are suggestions for age-appropriate art activities (at 3-, 4-, and 5-year-olds), four-color examples of children's artwork, and a materials list. (ST)

ED 081 499 PS 006 782

Honig, Alice S., Comp.

Infant Education and Stimulation (Birth to 3 Years): A Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Jun 73

Note—60p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Illinois 61801 (Catalog No. 1300-48, $1.80)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bibliographies, Child Care, Child Care Workers, Child Development, Day Care Programs, *Educational Research, *Educational Resources, Equipment, Evaluation, *Infants, Measurement, Physical Environment, Preschool Curriculum, Standards, Stimulation

This extensive bibliography (over 475 citations) provides references to programs and persons responsible for shaping ideas and practices relating to infant stimulation, education, and assessment of such efforts. The references are divided into six sections: (1) Curricula for Infant Education Programs, (2) Materials for the Education and Training of Caregivers and Teachers of Infants, (3) Descriptions and Research Reports of Infant Stimulation and Education Projects or Experiments, (4) Monitoring Infant Development and Education Projects: Testing and Evaluation, (5) Infant Care and Development References Useful for Background Knowledge on Infant Care and Education, and (6) Toys, Equipment, Health and Environmental Characteristics and Standards for Optimal Infant Care Settings. (ST)

ED 081 500 PS 006 783

Glockner, Mary

Integrating Handicapped Children Into Regular Classrooms. (With Abstract Bibliography).

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Jun 73

Note—26p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Illinois 61801 (Catalog No. 1300-47, $0.65)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Abstracts, Annotated Bibliographies, *Classroom Environment, *Exceptional Child Education, *Handicapped Children, Parent Participation, *Regular Class Placement, Student Adjustment, Teacher Attitudes, *Teacher Behavior

This document is based on an interview with Dr. Jenny Klein, Director of Educational Services, Office of Child Development, who stresses the desirability of integrating handicapped children into regular classrooms. She urges the teacher to view the handicapped child as a normal child with some special needs. Specific suggestions for the teacher are given: (1) learn the details about handicaps that may be encountered; (2) work supportively with parents and find out as much as possible about the child; (3) arrange for the child's gradual transition into a classroom setting; (4) be aware of the range of normal behavior for the age group involved; (5) have positive but realistic expectations and focus on the child's strengths; (6) enforce the rules and limits of the class; (7) deal with the other children's reactions to the handicapped student; and (8) acknowledge personal feelings, attitudes, and levels of frustration. A short abstract bibliography on exceptional children is included. (DP)

ED 081 501 24 PS 006 784

Datta, Lois-ellin

New Directions for Early Child Development Programs: Some Findings from Research.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Oct 73

Note—54p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Illinois 61801 (Catalog No. 1300-50, $1.70)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Achievement, Cognitive Development, Compensatory Education, *Early Childhood Education, *Early Experience, *Educational Innovation, Educationally Disadvantaged, Home Visits, *Literature Reviews, Motor Development, Parenthood Education, Prenatal Influences, Preschool Learning, *Preschool Programs, Social Influences

Identifiers—Planned Variation Study, *Project Head Start

Information on the preschool years, which has emerged from the pioneering studies and programs of the 60's, is reviewed and interpreted with regard to implications for current and future policy. Limitations of knowledge in this area are noted and attributed to inadequacies in the related research. Four general findings are reviewed and discussed: (1) The importance of the first 6 years of life incorporates research on prenatal development and infants' motor, cognitive, and linguistic abilities. (2) There exists a diverse technology for teaching families of young children. Included are an overview of experimental programs concerned with cognitive development and school achievement, a review of the Head Start literature, and a tentative comparison of the relative effectiveness of different approaches to early experience derived from the Planned Variation Study. (3) Continuity of human development is vital to maximize program effects. Methods are suggested that might provide continuity between preschool and primary school experiences. (4) The importance of multiple influences on children are reaffirmed. There is a need for alternatives that strengthen the family as the primary childrearing agent, instead of encouraging families to place their children in day care. (DP)

ED 081 502 PS 006 788

Thomas, George

Summary of Experimental Research Procedures Used in the Study of Child-Caring Institutions in Georgia.

Georgia Univ., Athens. Regional Inst. of Social Welfare Research.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Report No—OCD-CB-106

Pub Date Mar 73

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Disadvantaged Youth, *Early Childhood, Evaluation, Exceptional Children, *Innovation, Inservice Education, Institutionalized (Persons), Planning, *Research Design, *Residential Care, *Social Welfare, Staff Role

Identifiers—Georgia

This document outlines (with diagrams) the research design, measurement techniques and experimental methods used in the second year of a study of child care institutions in Georgia. The purpose of the project was to experiment with different methods of achieving change towards

community-oriented care in children's institutions. A related document which gives a detailed report of the project is PS 006 790. (ST)

ED 081 503 PS 006 789

Thomas, George

The Impact of Staff Orientations on Child Performance in Centralized and Decentralized Children's Institutions.

Georgia Univ., Athens. Regional Inst. of Social Welfare Research.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Report No—OCD-CB-106

Pub Date May 73

Note—9p.; Paper presented at the National Conference of Social Welfare (Atlantic City, New Jersey, May 27-31, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Centralization, *Child Care Workers, Decentralization, *Decision Making, *Early Childhood, *Institutionalized (Persons), *Mental Development, Residential Centers, Self Concept, Social Development

Identifiers—Lorge Thorndike IQ Test Verbal Abilities Battery

The relationship between staff orientations and children's performance levels is examined by comparing correlations obtained on these factors in centralized and decentralized institutions for neglected, dependent, abused, and disturbed children. Comparisons are also made of results obtained on the performance of new admissions, children in care between 1 and 2 years, and children who have been in care over 5 years. The sample was composed of 11 institutions centralized in decision-making structures, and eight decentralized institutions. Staffs completed questionnaires on childrearing philosophy and community orientation. Children were tested using the Lorge-Thorndike IQ Test Verbal Abilities Battery. Also measured was the children's sense of self-direction and their perceived levels of task and social relations skills. Results showed no clear relationship between staff orientation and the types of decision-making structures within which they operate. Analysis reveals, however, that child performance scores fluctuate more frequently in concert with fluctuations in staff orientation scores in decentralized institutions than in centralized institutions. Also, the number of associations between staff orientations and child performance levels increases the longer a child resides in a decentralized institution. (ST)

ED 081 504 PS 006 790

Thomas, George

A Baseline Evaluation of Child Caring Institutions in Georgia...from a Community-Oriented Perspective.

Georgia Univ., Athens. Regional Inst. of Social Welfare Research.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—OCD-CB-106

Pub Date Jan 73

Note—125p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Achievement Rating, Admission Criteria, Community Involvement, Decision Making, Demography, *Exceptional Child Services, *Institutional Administration, Institutionalized (Persons), Physical Facilities, *Problem Children, *Research Projects, *Residential Care, Staff Role, Tables (Data)

Identifiers—Georgia

This report summarizes the first-year findings of a research program which investigated the nature and extent of residential care for dependent, neglected, or disturbed children in approximately 32 institutions in Georgia. Information was collected on each institution's physical facilities, staff structure, and policies. Data were also gathered on staff childrearing practices, backgrounds of staff and children, their orientation and performance levels, and staff ratings of children's performance levels. (For related document, see PS 006 788.) (ST)

ED 081 505 PS 006 795

Cangemi, Sam

50 Tactile and Visual Perception Games for Under $10: A Guide to Reading Readiness Games for Pre-School Teachers, Head Start Teachers, and First Grade Teachers.

Pub Date Nov 72

Note—43p.

Available from—Continuing Education Publications, Waldo 100, Corvallis, Oregon 97331 (no price quoted)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Creativity, Educational Games, *Instructional Materials, *Preschool Children, *Reading Readiness, *Tactual Perception, Teaching Guides, *Visual Perception

Identifiers—*Project Head Start

This guide describes and illustrates 50 perceptual games for preschool children which may be constructed by teachers. Inexpensive, easily obtained game materials are suggested. The use of tactile and visual perceptual games gives children opportunities to make choices and discriminations, and provides reading readiness experiences. Games depicted involve shapes and designs, concepts of height and number, alphabet games, visual discrimination games, nailboards, and picture matching games. (DP)

ED 081 506 PS 006 799

Payne, James S. And Others

Head Start: A tragicomedy with Epilogue.

Pub Date 73

Note—253p.

Available from—Behavioral Publications, Inc., 2852 Broadway--Morningside Heights, New York, N. Y. 10025 ($9.95, paper)

Document Not Available from EDRS.

Descriptors—*Administrative Problems, *Compensatory Education Programs, *Federal Programs, Learning Activities, Literature Reviews, Lunch Programs, Parent Participation, *Preschool Children, *Program Improvement, Staff Utilization, Student Transportation, Teacher Aides

Identifiers—*Project Head Start

This book explains the purpose and value of the Head Start program and its potential for changing children, families and communities. Part I is concerned with the administrative problems of personnel, transportation, and parent communication. Part II suggests administrative improvements to enhance the operation of the program and at the same time facilitate the development of the employees, volunteers and parents. (ST)

ED 081 507 PS 006 803

Child Abuse Prevention Act, 1973. Hearings Before the Subcommittee on Children and Youth of the Committee on Labor and Public Welfare, United States Senate, Ninety-third Congress, First Session on S.1191.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 73

Note—548p.; Several journal reprints of the original document are copyrighted and therefore not available; they are not included in the pagination

EDRS Price MF-$0.65 HC-$19.74

Descriptors—*Child Abuse, Child Care, *Child Welfare, Emotionally Disturbed, Family Counseling, Family Problems, *Federal Legislation, *Intervention, Parent Child Relationship, Professional Services, *Social Problems, Welfare Services

Identifiers—Child Abuse Prevention Act, 1973

A record of the Senate hearings on The Child Abuse Prevention Act of 1973 is presented. A copy of Senator Mondale's bill to establish a national center on child abuse is included. The objectives of the hearings were to investigate the magnitude of the child abuse problem in the United States and to clarify a definition of the problem. Different types of child abuse cases, causes of mistreatment of children, and possible solutions (preventive and remedial) were studied. Witnesses before a Senate subcommittee included college professors, doctors, social workers, psychiatrists, psychologists, legislators, nurses, judges, attorneys, and members of parent organizations who have dealt with adults and children involved in cases of child abuse and neglect. A complete transcript of the hearings and related materials are followed by three appendixes which deal with medical and legal literature, child abuse programs, and press reports. (DP)

ED 081 508 PS 006 806

Thoresen, Carl E. And Others

Behavioral Self-Observation Training with a Nursery School Teacher.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Jun 73

Contract—NE-C-00-3-0061

Note—17p.; Research and Development Memorandum No. 110

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Audiovisual Aids, *Behavior Change, *Classroom Observation Techniques, Discrimination Learning, Feedback, *Preschool Education, Punishment, Reinforcement, *Self Control, Self Reward, Teacher Behavior, *Teacher Education

Identifiers—Self Observation

A nursery school teacher received three types of training in self-observation skills, which were compared with regard to their effects on the accuracy of the self-observations. Minimal training consisted of a brief description of the behaviors to be recorded. The feedback condition incorporated daily information about the accuracy of the self-observations, and discrimination training involved a detailed training session in which modeling and videotape exercises were used to teach self-observation skills. First, positive verbal behavior was observed, then positive nonverbal behavior. The results led to two major conclusions: (1) The accuracy of a subject's self-observations can be substantially increased through feedback and discrimination training; and (2) the act of self-observing tends to alter the frequency of the behavior being observed. Implications for behavioral self-management programs and teacher training are discussed. (DP)

ED 081 509 PS 006 884

Stevenson, Harold W.

Children's Learning.

Pub Date 72

Note—388p.

Available from—Appleton-Century-Crofts, Meredity Corporation, 440 Park Avenue South, New York, N. Y. 10016 ($8.95)

Document Not Available from EDRS.

Descriptors—Behavior Change, Concept Formation, Discrimination Learning, *Early Childhood Education, *Elementary Education, Individual Differences, *Infants, Language Development, *Learning, Observational Learning, Perceptual Motor Learning, Reinforcers, Textbooks

This book is a compilation of literature and research concerning how children learn. The first chapter is a historical introduction to research in learning that summarizes the major developments of the last 100 years and relates these developments specifically to children's learning. The main body of the text is divided into six major topics: (1) research on human infants (e.g., neonatal and appetitive conditioning and habituation), (2) language and learning, (e.g., transposition, cue preferences), (3) reinforcement and learning (expectancies, delay), (4) stimulus factors and attention (cross-modal transfer, syntactic constructions), (5) concept learning (oddity problems, role of intelligence), and (6) individual differences in learning. The last chapter of the book concerns the major developmental changes and the most powerful experimental variables. An attempt is made to suggest the types of studies that may prove to be most productive in subsequent research. (ST)

ED 081 510 PS 006 886

Tolley, Howard, Jr.

Children and War: Political Socialization to International Conflict.

Pub Date 73

Note—196p.

Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 ($9.50; paper, $4.95)

Document Not Available from EDRS.

Descriptors—Age Differences, *Childhood Attitudes, *Elementary School Students, Family Influence, *Junior High School Students, Mass Media, *Political Socialization, Questionnaires, Racial Differences, Religious Differences, Sex Differences, Social Influences, *War

A questionnaire which explored children's beliefs about war and the Vietnam conflict was administered in 1971 to 2,677 children in grades three through eight. The study of these responses examines four aspects of socialization to international strife: (1) how and when children acquire attitudes toward war, (2) what attitudes children have about Vietnam, and when these were acquired, (3) how much factual knowledge children have about the Vietnam war, and (4) what the primary sources are of children's information

about the war. The purpose of the study was to determine whether the anti-war protests of the 1960's had undermined children's confidence in the government. Results showed that this was the case, especially in the young people's trust in the President. The responses to the questionnaire were tabulated and analyzed for the relative influences of the family, school, community, church, and media, as well as characteristics of the pupils themselves--age, sex, and race. Proposals for research for the immediate future are also given. (DP)

ED 081 511 PS 006 887

Otaala, Barnabas

The Development of Operational Thinking in Primary School Children: An Examination of Some Aspects of Piaget's Theory Among the Iteso Children of Uganda.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date 73

Note—117p.

Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 ($3.95, paper)

Document Not Available from EDRS.

Descriptors—Classification, *Cognitive Development, Conservation (Concept), Environmental Influences, *Foreign Culture, *Logical Thinking, *Middle Schools, *Primary Grades, Rural Youth, Serial Ordering, Sex Differences

Identifiers—Africa, *Piaget, Uganda

This study investigated: (1) the level of thinking of the Iteso Primary School children in Uganda; and (2) whether abilities involved in the Piagetian tasks of conservation, classification, and seriation develop at the same rate. The subjects, ages 6 to 13 (the period of the 7-year African primary school) were interviewed in their own language and were tested with materials native to their area. This approach yielded results that were more representative of the children's thinking than have been obtained in other cross-cultural studies. The results generally support the Piagetian theory of development. It is suggested that further research into all aspects of child thought should be conducted. (ST)

ED 081 512 PS 006 900

Encore: A Selction of Articles from ERIC/ECE Newsletters (Jan. 1971-Dec. 1972).

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Illinois Univ., Urbana. Coll. of Education.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 73

Note—16p.

Available from—University of Illinois Curriculum Laboratory, 1210 West Springfield, Urbana, Ill. 61801 (Catalog No. 1300-52, $1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Early Childhood Education, *Educational Resources, *Newsletters, Publications

Identifiers—ERIC/ECE Newsletters

This compilation of articles from newsletters issued by the ERIC Clearinghouse on Early Childhood Education, (January 1971 - December 1972) includes a wide variety of topics such as: teachers' developmental stages, family day care in Pasadena, television violence, children's altruistic lying, and the Home Start program. Also included is a complete list of ERIC clearinghouses. (ST)

ED 081 513 PS 006 913

Stawicki, Christine, Comp.

Children's Books: Awards & Prizes.

Children's Book Council, New York, N.Y.

Pub Date Aug 73

Note—176p.; Revised edition

Available from—The Children's Book Council, Inc., 175 Fifth Avenue, New York, NY 10010 ($2.95, paper)

Document Not Available from EDRS.

Descriptors—*Bibliographies, Book Catalogs, *Booklists, *Childrens Books, Elementary School Students, Literature Guides, Paperback Books, Preschool Children

Identifiers—*Awards

Organizations, schools, universities, publishers, and newspapers present awards to authors of outstanding children's books. The 60 award organizations are arranged alphabetically. For each entry, a brief history of the award and a year-by-year listing of winning authors, titles, and publishers are included. Illustrators are named when the award directly involves illustration of design. (DP)

ED 081 514 PS 006 915

ESEA Title III 1972 - PACE in Pennsylvania.

Research and Information Services for Education, King of Prussia, Pa.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Plans and Supplementary Centers.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.

Pub Date Jan 73

Note—386p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Abstracts, Activities, *Early Childhood Education, *Educational Innovation, *Educational Programs, Evaluation Techniques, *Federal Aid, Objectives, Socioeconomic Status, Student Characteristics

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This document is a collection of abstracts of all ESEA Title III educational innovation projects funded or operating in Pennsylvania during 1972. Each abstract contains the name of the local supporting agency, the project number, financial information, target population, major objectives, activities, evaluation design, findings to date, dissemination plan and progress toward adoption. Also included in the publication is a subject index (using ERIC descriptors), a grade level grid chart, an alphabetical list of school districts, and follow through cards for further information. (DP)

ED 081 515 PS 006 916

Taylor, Billie, Comp.

Blind Pre-School.

Colorado School for the Deaf and the Blind, Colorado Springs.

Pub Date [72]

Note—61p.

Available from—Colorado School for Deaf and the Blind, Colorado Springs, Colorado 80301 ($1.50, paper)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activities, *Blind Children, Cognitive Development, Emotional Development, Motor Development, Parent Attitudes, *Parent Education, *Preschool Children, *Special Education, *Visually Handicapped, Visually Handicapped Mobility, Visually Handicapped Orientation

Articles pertinent to aiding the pre-school blind child are collected in this publication. Topics include discussion of attitudes and emotional reactions important for parents and teachers of blind children, and optimal development in regard to early motor behavior and emotional and social needs. Common areas of parental concern such as discipline and expectations are reviewed. The results and educational implications of a longitudinal, interdisciplinary study of children blind from birth, are reported. Three levels of problems in the blind (organic, perceptual, and emotional) are differentiated, and conceptual behavior is compared for children who are born blind and those who lose sight at early ages. The collection includes poems and a glossary of terms relating to blindness. Discussion of the nature of the handicap has sections dealing with historical, etiological, and medical perspectives. There is an illustrated section describing physiological aspects of vision, so that different impairments can be better understood. A final article reviews play activities that are beneficial for young blind children. (DP)

RC

ED 081 516 56 RC 007 222

Gorena, Minerva, Comp.

Information and Materials to Teach the Cultural Heritage of the Mexican American Child.

Education Service Center Region 13, Austin, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date Nov 72

Note—288p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Biculturalism, *Bilingual Education, Class Activities, *Cultural Background, Grade 1, *Instructional Materials, *Mexican American History, *Mexican Americans, Supplementary Reading Materials

Identifiers—*Texas

Information in this resource guide responded to teacher requests for supplemental historical and cultural classroom materials. The bilingual program for which this guide was designed has served schools in 3 different locales: a center-city area composed of housing projects and some individually owned homes, a suburban near-rural neighborhood of the same city, and a rural Central Texas town. Major topics were a historical background; an overview of Mexico; places to see; games; dances; legends, fables, and stories; and units for teaching Mexican American cultural heritage. A bibliography, a list of materials used by the Region XII Bilingual Program, and sources for these materials were also included. (PS)

ED 081 517 RC 007 223

Curatalo, Charles, Comp.

Teacher-Made Materials for Language Arts.

State Univ. of New York, Genesco. Center for Migrant Studies.

Spons Agency—New York State Education Dept., Albany. Bureau of Migrant Education.

Pub Date Jun 72

Note—52p.

Available from—Mr. Charles Curatalo, New York State Migrant Center, State University College of Arts and Science, Geneseo, New York 14454

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Educational Games, *Instructional Materials, *Language Arts, *Letters (Alphabet), *Migrant Education, Punctuation, Visual Aids

The teacher-made materials in this booklet evolved from the needs and experiences of migrant children at the Children's Demonstration School at New York State University College of Arts and Science (Geneseo, New York). The games and visual aids assist students in the skill areas of alphabetic letters, spelling, phonics, punctuation, and word recognition. (PS)

ED 081 518 RC 007 225

Lassey, William R.

Rural Planning, Ecology and Rural Development: Models Based on Dutch and British Experience.

Pub Date 26 Aug 73

Note—22p.; Paper prepared for the Annual Meeting of the Rural Sociological Society, University of Maryland, August 23-26, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Sciences, *Community Planning, Diagrams, *Ecology, Land Use, *Local Government, *Models, *Rural Development, Sociology, Tables (Data)

Identifiers—Netherlands, United Kingdom

Models of action-planning systems, planning methods, and implementation schemes for rural development are presented in this paper. The Dutch experience describes the elements of rural planning and contributing sciences or skills, implementation and action, and organization for planning. Various aspects of the British model are compared to the Dutch model. It is noted that since the models seem to fit the approach and experience of 2 countries with relatively well-developed rural planning systems, they should have some transfer potential. (PS)

ED 081 519 RC 007 226

Migrant Programs in California.

National Migrant Information Clearinghouse, Austin, Tex. Juarez-Lincoln Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Apr 73

Note—120p.

Available from—Juarez-Lincoln Center, National Migrant Information Clearinghouse, 3001 South Congress Ave., Austin, Texas 78704 ($3.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Community Migrant Projects, *Directories, Health Services, *Manpower Needs, *Migrant Education, Migrant Housing, *Migrants, Program Descriptions, Rural Areas, *Seasonal Laborers

Identifiers—*California

Services available to migrants in California are listed in this directory. Migrant programs which existed in the first part of 1973 are identified by county. Community Action Agencies and labor camps in the state (with the exception of those labor camps operated under the state Migrant Family Housing Centers program) are included. Information for each county includes the total population, estimated migrant population, migrant labor demand, estimated migrant wages, names of crops, work periods, and migrant programs. Briefly described in the appendix are the methodology used for the survey of California's migrant programs; Title III-B migrant programs; College Assistance Migrant Program; High School Equivalency Program; Title I Migrant Education; migrant health services; and migrant family housing centers. (NQ)

ED 081 520 RC 007 227

Migrant Programs in Florida.

National Migrant Information Clearinghouse, Austin, Tex. Juarez-Lincoln Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jul 73

Note—106p.

Available from—Juarez-Lincoln Center, National Migrant Information Clearinghouse, 3001 South Congress Ave., Austin, Texas 78704 ($2.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Agriculture, Community Migrant Projects, *Directories, Health Services, Manpower Needs, *Migrant Education, Migrant Housing, *Migrants, *Program Descriptions, Rural Areas, *Seasonal Labor, Statistical Data

Identifiers—*Florida

As the last of 3 directories, this lists services available to migrants in Florida. Migrant programs, Community Action Agencies, and labor camps in the state are identified by county. Information for each county includes total population, estimated migrant population, migrant labor demand, estimated migrant wages, crops, work periods, migrant programs, migrant labor camps and their licensed capacity. The appendix gives a brief discussion of the methodology used to survey Florida's migrant programs; a brief description of the East Coast Migrant Health Project; farm labor by county; Florida farm wages; and a map of Florida based migrants in the United States. (NQ)

ED 081 521 RC 007 228

Gerlach, Ernest

Socio-Economic Profile of American Indians in Arizona and New Mexico. Staff Report #1.

Commission on Civil Rights, Washington, D.C.

Pub Date Nov 72

Note—110p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*American Indians, Census Figures, *Demography, Education, Employment, Health, Housing, Income, *Nonreservation American Indians, *Reservations (Indian), *Socioeconomic Status, Statistical Data, Tables (Data), Tribes

Identifiers—Arizona, New Mexico

Giving the socioeconomic profile of American Indians in Arizona and New Mexico, the document presented data on the United States Indian population; Indian population in these 2 states; education; employment; income; housing; and health. Data were collected around 1970. Some of the information was: (1) the 1970 census reported that 827,982 Indians were living in the U. S., constituting less than 1 0/0 of the total population; (2) 44,500 Indians attend public schools in New Mexico and Arizona; (3) the majority of Indians residing on reservations in New Mexico and Arizona are either unemployed or underemployed; and (4) birth rates for indians are 2.2 times higher than for the general U.S. population. (FF)

ED 081 522 RC 007 229

Muskrat, Joseph And Others

Federal Policies and Programs for American Indians. Staff Report #2.

Commission on Civil Rights, Washington, D.C.

Pub Date Nov 72

Note—83p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Agencies, American History, *American Indians, Education, Employment Programs, *Federal Programs, *Nonreservation American Indians, *Reservations (Indian), Tables (Data), *Treaties, Tribes

Identifiers—BIA, *Bureau of Indian Affairs

The document presents Federal government policies and programs for American Indians, and the history of the Federal government-Indian relationship. Topics discussed are: (1) land management and industrial development; (2) employment programs; (3) education; (4) welfare programs; (5) other Federal programs (housing, transportation, and public safety); and (6) the Bureau of Indian Affairs. Tables relating to the topics discussed are at the end of the document. (FF)

ED 081 523 RC 007 230

Gerlach, Ernest

The Employment of American Indians in New Mexico and Arizona. Staff Report #3.

Commission on Civil Rights, Washington, D.C.

Pub Date Nov 72

Note—94p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*American Indians, Comparative Analysis, Employers, *Employment Patterns, *Labor Force, *Occupational Surveys, *Reservations (Indian), Tables (Data), Unemployment

Identifiers—Arizona, New Mexico

The document describes the employment patterns of reservation and nonreservation American Indians in New Mexico and Arizona. Topics cover (1) reservation characteristics; (2) 5 selected reservations; (3) Federal government employment; (4) state and local government employment; (5) public school employment; and (6) private employment. Discussion topics are further detailed in the tables at the end of the document. (FF)

ED 081 524 RC 007 231

Caballero, Cesar, Ed. Hedman, Ken, Ed.

Chicano Studies Bibliography: A Guide to the Resources of the Library at the University of Texas at El Paso. Third Edition.

Texas Univ., El Paso.

Pub Date 73

Note—69p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Bibliographies, Books, Films, *Library Materials, *Mexican Americans, *Publications, *Reference Materials

Identifiers—*University of Texas at El Paso

Listed in this bibliography are 136 resource materials in the University of Texas at El Paso (UTEP) Library. The books, periodical articles, magazines, newspapers, and audio-visual materials are about Chicanos. Entries are arranged alphabetically by the author's or editor's name or by title when there is no author. General bibliographic information, the call number for books, and volume number and date for periodicals are given for each entry. A short abstract is included for some entries. Subject and co-author indexes are provided. Research aids and services and other publications available at the UTEP Library are also listed. (NQ)

ED 081 525 RC 007 232

Alleger, Daniel E.

Anomia and Differential Success in the Rural South.

Florida Univ., Gainesville. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No—SRS-AES-Bull-164

Pub Date Aug 71

Note—32p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Agriculture, *Economic Disadvantagement, Migration Patterns, *Objectives, *Rural Areas, Social Opportunities, Socioeconomic Status, *Success Factors, *Values

Identifiers—*South

In 1960 approximately 2,700 rural individuals, mainly husbands and wives who lived in 34 low-income counties in 8 southern states, were scaled for anomia (abject despair). In 1966, 907 families were reinterviewed by place of residence. The hypothesis assumed in this analysis was that anomia and success are inversely related. Both anomia and success were measured by scaling devices. It was found that over one-fourth of the male heads of households scored in 1966 were highly anomic; that for all families the independent variables significantly associated with anomia were level of education, complete nuclear family, number of persons perhousehold, unpaved home access road, non-ownership of home, lengthy residence in the same home, male head held 2 or more jobs between 1960 and 1966, no formal leadership role activities, and annual family income of $4,000 or less; that although many husbands and wives exhibited high anomic tendencies, these characteristics did not appear to have been paired relationships; that success attributes were generally the direct opposite of those related to anomia; and that anomia and success have an inverse correlative relationship. (PS)

ED 081 526 RC 007 233

Hammerman, Donald R. Hammerman, William M.

Teaching in the Outdoors. Second Edition.

Pub Date 73

Note—144p.

Available from—Burgess Publishing Company, 7108 Ohms Lane, Minneapolis, Minn. 55435 ($3.95)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Evaluation, *Instructional Materials, *Learning Experience, *Outdoor Education, Residential Programs, Teacher Education, *Teaching Techniques

Outdoor education is described in this booklet as the current solution to the need for reinforcing abstract learning with concrete experience. Other basic needs met by outdoor education are effective learning, realism in education, environmental literacy, recreative experience, basic concepts, and awareness. Major topics include extending the school curriculum to the out-of-doors, techniques of teaching, learning experiences for outdoor laboratories, resident outdoor school programs, and implications for teacher education. Evaluation procedures and research findings are also presented. (PS)

ED 081 527 56 RC 007 234

Payne, I. V.

Southeastern New Mexico Bilingual Program. Program Accomplishment Audit, 1972-73.

Artesia Public Schools, N. Mex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 5 Jul 73

Grant—OEG-0-9-410028-3443(280)

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bilingual Education, *Comparative Analysis, Educational Improvement, *Evaluation Criteria, Program Effectiveness, *Program Evaluation, Quality Control, *Spanish Speaking, Teacher Aides

Identifiers—Artesia, *Southeastern New Mexico Bilingual Program

The purpose of the audit report on the Southeastern New Mexico Bilingual Program (1972-73) of the Artesia School District is to give a critique of the project's evaluation with notations on comparative findings of the project evaluation and the audit, and to confirm or question the program modifications proposed in the evaluation. The 5 audit report sections are: (1) introductory and general comments on the project evaluation quality and comparative findings of the project evaluation and the audit; (2) detailed critique of the comprehensive evaluation for each component, based on an assessment of the instruments used, data collection, and data analysis techniques, and presentation; (3) description of the auditor's on-site findings and correlation with the evaluator's data and reports on a component by component basis, and a summary of consistencies and discrepancies; (4) general recommendations for evaluation design revisions with a rationale for each; and (5) confirmation or questioning of the need for program modifications proposed in the project evaluation. (NQ)

ED 081 528 56 RC 007 235

McCracken, Wanda

Final Report of Outcome of Southeastern New Mexico Bilingual Program.

Artesia Public Schools, N. Mex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Pub Date 15 Jun 73
Grant—OEG-0-9-410028-3443(280)
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bilingual Education, *Comparative Analysis, *Elementary Grades, Grade 3, Grade 4, Language Arts, *Program Evaluation, Self Concept, Social Development, *Spanish Americans, Tables (Data), Testing
Identifiers—Artesia, *Southeastern New Mexico Bilingual Program
The Southeastern New Mexico Bilingual Program's final report analyzed performance objectives to determine the outcome of the goals set for academic growth in the standard curriculum, as well as in the English and Spanish language arts, and growth in social development of students. The random sample consisted of 20 third and fourth graders from the standard program and 20 bilingual third and fourth graders. Groups were matched by chronological and mental age, IQ, family income, family situation (both parents, only father, or only mother), number of children in family, parents' education and occupation, and home language. The evaluation instruments were the California Test of Basic Skills, the Self-Image Test, the Spanish Language Arts Criterion Reference Test, the Otis-Lennon Mental Ability, and the Metropolitan Achievement Test. The findings showed: (1) Spanish speaking students profit richly from a systematic study of their first language and (2) non-dominant Spanish children attain a second language facility in Spanish when taught through systematic language arts curricula. Notations of staff development, acquisition of materials, parent/community involvement, and management are also given. (NQ)

ED 081 529 56 RC 007 236
Lampman, Henry P.
Southeastern New Mexico Bilingual Program. Final Report.
Artesia Public Schools, N. Mex.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Pub Date [73]
Grant—OEG-0-9-410028-3443(280)
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Anglo Americans, *Bilingual Education, *Comparative Analysis, *Grade 2, *Program Evaluation, Self Concept, Social Behavior, *Spanish Americans, Testing
Identifiers—Artesia, *Southeastern New Mexico Bilingual Program
Academic growth and personal-social growth of 20 second grade children in the Southeastern New Mexico Bilingual Program at Artesia are compared to 20 second grade children in the standard program. The groups were matched by chronological and mental age, IQ, family income, family situation (both parents, only father, or only mother), number of children in family, parents' education and occupation, and home language. The academic growth was measured using the Peabody Picture Vocabulary Test in both English and Spanish, the Stanford Achievement Test, and an English and a Spanish test in sentence completion format measuring responsiveness. The effects of the bilingual program on the self-image and social interaction of the child were evaluated by self-rating scales administered orally and recorded by the teacher aide on a pretest and posttest basis. Findings showed that the children in the bilingual program made greater progress; both groups of children had a high self-esteem at the beginning of the year but as they grew older their self-concept lowered; there was no significant difference in their social interaction; and the bilingual group responded more rapidly in both English and Spanish. (NQ)

ED 081 530 RC 007 237
Escamilla, Manuel
Who is a Migrant Farm Worker? Quien Es Un Trabajador Agricola Migrante?
National Migrant Information Clearinghouse, Austin, Tex. Juarez-Lincoln Center.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date May 73
Note—28p.; In English and Spanish
Available from—Juarez-Lincoln Center, National Migrant Information Clearinghouse, 3001 South Congress, Austin, Texas 78704 ($0.35)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Definitions, Economically Disadvantaged, Educational Programs, *Federal Programs, Health Programs, *Identification, *Migrants, *Migrant Welfare Services, Problems, Program Attitudes
Concerned with varying definitions of migrants given by Federal agencies helping them, the 2 objectives of this study were to present migrant definitions utilized by these agencies and to initiate discussion on one standard definition of a migrant worker. Using standards of the Office of Economic Opportunity, the Department of Labor, the Department of Agriculture, and the Department of Health, Education and Welfare, the study determined that a migrant was a person who: 1) works in agriculture; 2) earns more than 50% of his annual salary in agriculture; 3) has been in the migrant stream at some point during the past 24 months; 4) leaves his permanent residence to look for work, but plans to return; and 5) is sustained by agricultural work and meets Office of Economic Opportunity requirements on poverty. The second half of the document is a Spanish translation of the study. (KM)

ED 081 531 RC 007 238
Migrant Health - Legislation and Programs.
National Migrant Information Clearinghouse, Austin, Tex. Juarez-Lincoln Center.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date 72
Note—12p.
Available from—National Migrant Information Clearinghouse, Juarez-Lincoln Center, 3001 South Congress, Austin, Texas 78704 ($0.35)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Economic Factors, *Federal Legislation, Infant Mortality, *Mexican Americans, *Migrant Health Services, *Migrant Welfare Services, Nutrition, Seasonal Laborers
The Public Health Service Act was amended in 1962 to authorize grants to establish family health service clinics for domestic agricultural migratory workers and to improve the health conditions of these workers and their families. Approximately 100 programs currently provide migrant health services. As a result of the low level of funding of these programs, it was administratively determined by the Department of Health, Education, and Welfare that hospital costs would not be covered by the Migrant Health Program and inadequate funding has made it difficult to provide services that are essential to a comprehensive care facility. It was found that 4 areas need legislative attention: the inadequacy of the funding level, the need for earmarked hospital funds, the need to reaffirm Congressional commitment to consumer participation, and the need to develop a strategy for integrating migrant workers into a larger health care delivery system if such should develop. (PS)

ED 081 532 24 RC 007 239
Rural Education and Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2469
Pub Date Sep 73
Contract—OEC-1-6-962469-1574(10)
Note—312p.; Not available in hard copy due to marginal legibility of original document
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 ($5.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Annotated Bibliographies, *Citation Indexes, *Educational Needs, Minority Groups, Rural Areas, *Rural Education, *Small Schools, Subject Index Terms
A supplement to 3 previous ERIC/CRESS rural education and small schools bibliographies (ED033257, ED055695, ED065256), this publication contains abstracts of both journal articles and documents. The approximately 230 citations from "Research in Education" and the 45 from "Current Index to Journals in Education" largely cover from 1969-72. A subject index of major identifiers and ordering information are appended. (KM)

ED 081 533 24 RC 007 240
DeBlassie, Richard R. Ludeman, Martha
Guidance Programs and Practices in Rural and Small Schools.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2469
Pub Date Oct 73
Contract—OEC-1-6-062469-1574(10)
Note—100p.
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Tex. 78702 (Stock Number EC-002; $2.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counselors, Educationally Disadvantaged, Environmental Influences, *Guidance Programs, *Individual Characteristics, Models, *Rural Schools, Rural Youth, *Small Schools
The paper gives interested persons examples of how small and rural schools are providing essential guidance services. A synthesis of the literature dealing with current guidance programs and practices in these schools is presented. Suggestions are made for training guidance specialists and for providing viable innovations in counseling and guidance services. A case study and model of a rural guidance program that grew significantly as a result of some strategies on the part of the counselor is discussed. The case study represents a culmination of what the literature search yielded on guidance programs and practices in small and rural schools. (PS)

ED 081 534 RC 007 242
Sargent, Charles A.
Urbanization of a Rural Community.
Purdue Univ., Lafayette, Ind. Agricultural Experiment Station.
Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.
Report No—AES-R-Bull-859
Pub Date Sep 70
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agriculture, *Community Services, Economic Change, Education, Employment, Health, *Land Use, Local Government, *Population Growth, Recreation, *Rural Areas, *Urbanization, Welfare
The impact of urbanization on the residents of Hendricks County, Indiana is described in this report. Some costs and benefits of this process are enumerated. Data were obtained in 1968 from 25 state and local officials and businessmen, and from 116 interviews with farm and non-farm residents in Washington Township. The process of urbanization is described by the landscape changes, population growth, the economic base, and land use. Community service demandsand costs are influenced by changes in local public services including education, government, public safety, health and sanitation, welfare and correction, recreation, continuing education and resource develoment, and highways and streets. It is noted that the differences between metropolitan core and urban fringe residents may have serious implications. (PS)

ED 081 535 RC 007 243
Donnelly, Jerry D.
Alienation in the Barrio: Eastern New Mexico.
Pub Date [70]
Note—18p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Community Attitudes, Culture Conflict, Dropout Attitudes, *Educational Attitudes, *Field Interviews, *Mexican Americans, *Social Attitudes, Student Attitudes
Identifiers—*Eastern New Mexico
Preliminary to a larger research project on Mexican American attitudes, this report focused on the extent to which feelings of alienation are present in the barrios of 5 eastern New Mexico population centers. The feelings of alienation were analyzed by the degree of powerlessness, normlessness, self-estrangement, and isolation expressed or implied. The barrio residents were interviewed by Mexican American college students.

Interviews were taped in Spanish. Interviews revealed persistent and recurring themes of discrimination, futility, stereotyping by the larger system, and the bewilderment and isolation of the Spanish speaking children in Anglo dominated schools. The findings supported the assertion that many barrio residents feel powerless to do much about a felt lack of social mobility and economic opportunity and exhibit a degree of confusion about the expectations of the larger society. (NQ)

ED 081 536 RC 007 244

Bishop, C. E. And Others

Rural Development: Problems and Advantages of Rural Locations for Industrial Plants.

North Carolina State Univ., Raleigh. Agricultural Policy Inst.

Spons Agency—North Carolina State Dept. of Conservation and Development, Raleigh.

Report No—API-Ser-49

Pub Date Jul 70

Note—102p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Economic Change, *Employment Problems, Human Resources, *Industrialization, Job Training, Migration Patterns, Natural Resources, Negroes, *Rural Development, *Site Selection, Technology

The problems and advantages of locating industry in a rural setting were discussed in this conference report. The 10 individual speeches covered: changes in employment and the labor force; problems and advantages of rural locations, rural labor, and site selection; the importance of involving the Black community; the nature of the food processing industry; opportunities for state leadership in rural development; and general strategies for economic development and regional revitalization. The 4 distinct approaches identified to revitalize regional economy were: (1) upgrading of human resources, (2) creating new job opportunities, (3) new and better utilization of natural resources, and (4) improving the quality of the environment in which both employing institutions and their personnel will exist. (PS)

ED 081 537 RC 007 245

Indian Education: Steps to Progress in the 70's.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 73

Note—57p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 2402-00032; $1.05)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, Bilingual Education, Boarding Schools, Boards of Education, *Educational Objectives, *Federal Programs, Parent Participation, *Reservations (Indian), Self Concept, Teacher Education

Identifiers—BIA, *Bureau of Indian Affairs

The booklet acquaints individuals with the Federal education programs serving American Indian students. Included are brief reports on some of the innovative approaches to education--i.e., individualization and open classrooms--in Bureau of Indian Affairs (BIA) schools. It delineates the broad parameters of the BIA's efforts in school operation, assistance to Indian college students, adult education, and cooperation with public schools enrolling Idian students. It gives information on the important movement of the past few years toward increased Indian participation in their education programs. It is felt that this booklet indicates the determination, on the part of the Indian people, the BIA, President Nixon, Congress, and people of the United States to keep these promises so that the 70's will be a period of educational growth and progress for American Indians. (FF)

ED 081 538 RC 007 246

Payne, Barbara P.

The Meaning of Non-Work Activities to Small-town-Non Metropolitan Residents of the Piedmont Region.

Pub Date 23 Aug 73

Note—27p.; Paper presented to the Rural Sociology Society, College Park, Maryland, August 23, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adults, Group Activities, Interviews, *Leisure Time, *Recreational Activities, *Rural Areas, Rural Urban Differences, Social Life, *Tables (Data)

Identifiers—*Piedmont Region

Part of a larger study of recreation and leisure patterns of adults in the Piedmont Region, this report focused on the activities of small town and non-metropolitan residents. The Piedmont Region was defined as counties where the western/northern boundary is fixed by the Appalachian Mountains and the eastern/southern boundary by the coastal plains region. All male and female household heads 17 years of age and older living in the area were interviewed. Data were collected during July 1971 by 1,500 telephone interviews conducted from 9:00 a.m. until 10:00 p.m. to obtain an equal number of males and females. Respondents were asked to think about activities engaged in when not on a regular job and to name the one activity considered the most enjoyable. Activities were grouped by non-sports and attended sports/outdoor activities. Findings showed that residence is a significant variable in choosing a favorite leisure activity but not in the ranking of these choices; urban adults have a wider variety of choices than non-metropolitan adults; mass forms of leisure activities are not favorites of Piedmont adults in towns or cities; and Piedmont adults prefer sports and outdoor activities to watching others play. (NQ)

ED 081 539 RC 007 247

Indian Leadership in New England, 1973.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date May 73

Note—68p.; Summary of New England Clearinghouse Conferences on Indian Programs, October 1972 and March 1973 and findings of the Indian Leadership Workshop--a part of the March meeting

Available from—Intecultural Studies Group, 1644 Massachusetts Avenue, Lexington, Mass. 02173 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Alcoholism, American Indian Culture, *American Indians, *Conferences, *Directories, Education, Handicrafts, Health, *Leadership Training, *Nonreservation American Indians, Organizations (Groups), Political Issues, Resources, Self Concept

Identifiers—*New England

The document is a summary of the regional meetings known as the New England Clearinghouse Conferences on American Indian Programs which were held in October 1972 and March 1973. The Indian Leadership Workshop, which was an integral part of the March meeting, was combined with the Clearinghouse Conference at that time. The October conference formulated 22 resolutsions through 4 workshop discussion groups on education, political action, health and alcoholism, arts and crafts, and cultural programs. The 4 workshops in the March conference gave 16 resolutions on Federal resources, Federal and state recognition, arts and cultural programs, and "Indianism". Also included is a directory of Native American persons, organizations, and agencies in the New England area. (FF)

ED 081 540 RC 007 249

The Right to Remain Indian. The Failure of the Federal Government to Protect Indian Land and Water Rights.

All Indian Pueblo Council, Albuquerque, N. Mex.

Spons Agency—Commission on Civil Rights, Washington, D.C.

Pub Date 8 Nov 72

Note—70p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—American Indians, *Civil Rights, *Federal Programs, *Land Use, Legal Responsibility, *Reservations (Indian), *Treaties, Water Resources

Identifiers—*All Indian Pueblo Council, Water Rights

The document is submitted pursuant to a contract with the U.S. Commission on Civil Rights, in preparation for hearings held in New Mexico during November 1972. It covers the protection and preservation of the land and water rights of the American Indian tribes in the Southwest, which is as vital as any problem which now confronts the Pueblo tribes. The discussion: (1) considers the relationship which exists between the Indian tribes and the United States Government, using the Pueblo Tribes as an illustration; (2) traces the development of the legal basis for protection of the tribal rights to use water--the Winter's Doctrine; (3) chronicles legislative and administrative events affecting the Pueblo and neighboring tribes in both New Mexico and Arizona; and (4) interprets those events. (FF)

ED 081 541 RC 007 250

Migrant Grantees Directory: Title III-B Programs and Key Staff, Office of Economic Opportunity.

National Migrant Information Clearinghouse, Austin, Tex. Juarez-Lincoln Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Aug 73

Note—91p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agencies, *Directories, *Federal Programs, *Grants, *Migrant Workers, Social Services

Eighty-eight Title III-B (Office of Economic Opportunity) grantees and contracting organizations are listed in this handbook for use by agencies working with migrant farm workers. The grantees and organizations are listed alphabetically by state. Mailing addresses and phone numbers, a listing of all key personnel as of August 1973, and the Board Chairman of the governing body are included for each organization. (PS)

ED 081 542 RC 007 251

Barba, Alma Maria Acevedo

New Mexico Migrant Project Aides: Perceptions of Their Functions.

Pub Date Oct 73

Note—195p.; Ed.D. Dissertation, New Mexico State University

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Administrator Attitudes, *Bilingual Teacher Aides, Doctoral Theses, *Mexican Americans, *Migrant Child Education, Questionnaires, *Role Perception, Tables (Data), *Teacher Aides, Teacher Attitudes

Identifiers—*New Mexico

The doctoral dissertation focused on: the perceptions of school administrators, teachers, and aides on teacher aide functions in the New Mexico Migrant Project; comparing the results with student needs; functions not ascribed to aides within the State Department of Education and the National Migrant Project's guidelines; and making recommendations to the State Department of Education, the New Mexico Migrant Project, and the National Migrant Project. The study had 3 phases: a 250-item questionnaire given to the researcher's doctoral committee and 6 public school administrators; a revised questionnaire given to 15 experts on paraprofessionals in education; and a final questionnaire given to New Mexico Migrant Project personnel. Statistical analyses consisted of one-way analysis of variance and Duncan's Multiple Range Test. Findings showed no significant differences in the perceptions of the functions between aides and administrators and aides and teachers, but significant differences between teachers and administrators as to the bilingual and professional development functions; and between jury members and administrators, teachers, and aides as to the monitorial, school-community, bilingual, and professional development functions. (NQ)

ED 081 543 RC 007 252

Falk, William W. And Others

The Effects of Racial Desegregation on High School Youth's Educational Projections: A Quasi-Experimental Study.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No—TAES-H-2811

Pub Date Aug 73

Note—49p.; Paper presented at the Rural Sociological Society annual meeting, College Park, Maryland, August 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Aspiration, *Educational Opportunities, *Educational Planning, *High School Students, Negroes, Occupational Aspiration, *Racial Segregation, *Rural Youth, Social Mobility

Examining educational aspirations and expectations of black and white youths in segregated and desegregated public schools, the study collected data from a panel of high school sophomores in 1966, seniors in 1968, and 4 years after high school in 1972, in 3 Texas counties selected for a high rural residence and a high black population. In 1966 the 3 counties contained 13 segregated

black high schools, 9 segregated white high schools and 1 desegregated high school. In 1968 there were only 3 white schools and 5 black schools still segregated. The design of the research was characterized as an accidental quasi-experiment because several but not all the conditions necessary for rigorous field experimentation were present. The major finding was that the desegregation experience in the youth panel had a negligible effect on the formation of measured mobility-linked attitudes. (PS)

ED 081 544 RC 007 253

Axford, Roger W.

Spanish-Speaking Heroes.

Pub Date 73

Note—85p.

Available from—Pendell Publishing Co., P.O. Box 1666, Midland, Michigan 48640 ($3.95)

Document Not Available from EDRS.

Descriptors—Acting, *Athletes, Background, *Biographies, Educational Background, Leadership, *Mexican Americans, Musicians, Politics, *Puerto Ricans, *Spanish Speaking

Given in this book are 23 brief biographies of outstanding Spanish speaking athletes, businessmen, government employees, educators, politicians, a labor leader, singer, actor, and musician. Their struggles, sacrifices, courage, educational background, and accomplishments are described. Among those discussed are Cesar Chavez; Senator Joseph M. Montoya; Pablo Casals; Ricardo Montalban; Manuel Santana; Joe Kapp; Jim Plunkett; Trinidad Lopez; former Senator Dennis Chavez; and Lee Trevino. (NQ)

ED 081 545 RC 007 254

Chandler, Bessie E.

A Comprehensive Study of the Educational Program and Related Components of Preschool and Day Care Centers Serving Children of Migrant Families.

State Univ. of New York, Genesco. Center for Migrant Studies.

Pub Date 71

Note—57p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Day Care Programs, Educational Programs, Health, Literature Reviews, *Migrant Children, *Migrant Welfare Services, Nutrition, Parent Participation, *Preschool Programs, *Program Evaluation

Identifiers—*New York

The care of preschool migrant children in day care and preschool centers in central New York State was studied. The aim of this study was to provide individuals, institutions, state and local educational and social agencies with current descriptive data as well as recommendations for conducting such centers. Major objectives were to: identify special needs in education, health, safety, and social welfare in each center; provide information about basic components which would be useful in developing programs to meet the migrant child's need and the accepted standards of day care; design a program for training personnel; and plan a summer model day care program integrating health, education, nutrition, and social welfare services. Eleven day care centers and 6 preschool centers were used. Visits to these centers and interviews with personnel such as directors, teachers, cooks, nurses, and volunteers were conducted. A survey evaluation instrument was used to systematize the interviews. Findings showed that any favorable results from these programs depend on the basic components, the quality of all adults involved with each component, and the need for extensive and intensive training of the professional and paraprofessional personnel. (NQ)

ED 081 546 RC 007 255

Dik, David

A Study of Informal Out-of-School Programs with Migrant Children.

State Univ. of New York, Genesco. Center for Migrant Studies.

Pub Date 70

Note—36p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Programs, Evaluation, *Extension Agents, Financial Support, Inservice Programs, Leadership, *Migrant Youth, *Program Descriptions, Staff Utilization, *Youth Programs

Identifiers—Four-H Clubs

The purposes of this study were to determine the educational impact of an out-of-school informal migrant program, and to discover materials, techniques, methods, and guidelines for similar programs with migrant children. The Orange County, New York 4-H program was evaluated weekly and a record of successful projects, staff training procedures, and a final evaluation were reported. Eleven states conducting 4-H migrant programs were contacted and information on their programs was summarized. Major findings were that 12 out of 50 counties indicated they were conducting programs with migrant youth; that funding from Cooperative Extension, community, and Title I ranked the highest in program support; that program supervision came primarily from Extension staff; that volunteer leaders conducted the majority of programs; and that foods, sewing, and crafts served as the foundation of most programs. A description of the project method was presented with project examples. (PS)

ED 081 547 RC 007 256

Butterer, Clifford E.

A Census of Migrants in Eight Western New York State Counties in 1968. Monograph 2.

State Univ. of New York, Genesco. Center for Migrant Studies.

Pub Date Jun 69

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agricultural Laborers, *Census Figures, *Housing, *Migrants, Negroes, Puerto Ricans, *Statistical Data, Tables (Data)

Identifiers—*New York State

A census of migrants residing in camps and housing facilities in 8 western New York State counties was conducted in 1968. A sample data form was sent to each known grower or owner before meeting with them. Where meetings could not be arranged, information was pieced together from other sources and reported as an estimate. Information for each county was in tabular form and included camp ethnicity; name of camp; town; New York State Health Identification Number; and the number of men, women, and children. A copy of the sample data form was in the appendix. (PS)

ED 081 548 56 RC 007 257

Payne, I. V. Medina, Edward

Educational Accomplishment Audit Report, FY 1971-72. [Southeastern New Mexico Bilingual Education Program.]

Artesia Public Schools, N. Mex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 72

Grant—OEG-0-9-410028-3443(280)

Note—19p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bilingual Education, *Comparative Analysis, Educational Improvement, *Evaluation Criteria, Minority Group Children, Program Effectiveness, *Program Evaluation, *Spanish Speaking

Identifiers—*Southeastern New Mexico Bilingual Program

The audit report (1971-72) on the Southeastern New Mexico Bilingual Education Program, under the sponsorship of the Artesia Public Schools, critiques the project evaluation with notations on comparative findings of the evaluation and audit. The report is divided into 4 sections: (1) introductory and general comments on project evaluation quality and the comparative findings of the project evaluation and the audit; (2) detailed critique of the comprehensive evaluation based on instruments used, data collection, data analysis, and data analysis presentation; (3) description of the auditor's on-site findings and their correlation with the evaluator's data and reports on a component-by-component basis, and a summary of consistencies and discrepancies; (4) recommendations for evaluation design revisions with a rationale for each; and (5) confirmation or questioning of the need for program modifications proposed in the project evaluation. (Author/NQ)

ED 081 549 56 RC 007 258

Young, Letha Rowland

Final Evaluation Report of Southeastern New Mexico Bilingual Program. FY 1971-72.

Artesia Public Schools, N. Mex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 19 May 72

Grant—OEG-0-9-410022-3443(280)

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Age, *Bilingual Education, English (Second Language), Language Development, *Program Evaluation, *Self Concept, *Spanish Speaking, Tables (Data)

Identifiers—*Southeastern New Mexico Bilingual Program

The Southeastern New Mexico Bilingual Program for 1971-72 was evaluated in this report. The academic growth in both English and Spanish and the self-image of 20 bilingual children randomly chosen from the 1st, 2nd, and 3rd grades were compared to 20 students in the 1st, 2nd, and 3rd grades in the standard program. Groups were matched by chronological and mental age, IQ, family income, family situation, number of children in family, parents' education and occupation, and home language. The evaluation instruments were the Peabody Picture Vocabulary Test in both English and Spanish; the Stanford Achievement Test; the Goodenough Draw-A-Man Test; the Self-Image Test; the Otis-Lennon Mental Ability; and the California Test of Basic Skills. Findings showed that the bilingual group fell lower in achievement than the control group; the bilingual program began to show improvement more in the higher grades; and the bilingual group did not lose any of its self-image during any one year although it did drop from the close of one grade to the close of another, whereas the control group lost during each year. (NQ)

ED 081 550 RC 007 259

Chavers, Dean

The Indian College Student in California: 1967-1972.

California State Coll., Hayward.

Pub Date 72

Note—24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, Budgeting, *College Bound Students, College Curriculum, Enrollment Trends, *Higher Education, Recruitment, *Student College Relationship, *Student Needs, Tables (Data)

Identifiers—*California, Native American Studies Program

The document is a report of the American Indians in higher education in California. Some 2,400 Indian students are expected to enroll in the academic year 1972-73, at some 55 or more colleges and universities in California. To serve the special needs of the Indian population, $1,047,500 was allocated for some 19 of these institutions. This figure includes staff salaries for faculty, curriculum development, counseling, recruiting, and financial aids officers. Despite the impressive growth in numbers of Indian students, faculty, support services, curriculum, and budget, though, the total commitment of higher education institutions to the Indian student is not nearly adequate to meet their needs. Topics of discussion include: (1) the Indian student; (2) Budget: what share does the Indian get? (3) Native American Studies; (4) Areas for further research--dropout rate, success of Indian students in relation to Indian-oriented curriculum, skills needed on California Indian reservations, etc.; and (5) 4 appendixes--arriving at the figures, selected statistics, reasons for dropout, and staff totals. (FF)

ED 081 551 RC 007 260

Wipper, Kirk And Others

"Outdoor Education 'Without Boundaries'", Proceedings. An International Conference in '72 (Dorset, Ontario, Canada, September 28-October 1, 1972).

Council of Outdoor Educators of Ontario.

Pub Date [73]

Note—224p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—American Indians, *Curriculum Development, Day Care Services, Environmental Education, Field Trips, *Government Role, Handicapped Children, Inservice Programs, *Natural Resources, *Outdoor Education, Resident Camp Programs

Identifiers—*Canada

The 1st International Conference on Outdoor Education, 1972, was planned to provide a broad range of contacts and experiences for the delegates. Papers presented at this conference and reported in the Proceedings covered outdoor education for handicapped children and native children, residential programs, government role in outdoor education, curriculum development, teacher education, and environmental education. Lists of speakers and delegates were included, with a copy of the conference program. (PS)

ED 081 552 RC 007 261

Benson, J. Kenneth And Others

Theological Stance and the Positions of Pastors on Public Issues: Social and Organizational Contexts.

Pub Date 26 Aug 73

Note—44p.; Paper presented at the 1973 Annual Meeting of the Rural Sociological Society, 23-26 August 1973, College Park, Maryland

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aspiration, Attitudes, *Clergymen, *Organizational Climate, *Political Attitudes, Professional Personnel, Religious Differences, *Rural Urban Differences, *Social Environment

Identifiers—*Missouri

Data supportive of the pattern that liberal theological views are associated with liberal political and social stands were presented in this report. The explanation of this pattern was pursued both analytically and empirically. Data were collected by interviews with 382 rural ministers from a random sample of Missouri townships and 150 ministers in the city of Springfield, Missouri. The dimensions analyzed were theological position, social-political perspectives, patterns of professional involvement, perspectives on ministerial activity, social origins of the minister, and organization features (characteristics of congregations served). Major findings were an association between theological liberalism and liberal-permissive views on a wide range of issues; that theological persuasions are linked to social origins, modes of professional training and practice, perspectives toward the ministry, and organizational settings; and that denominational affiliation is an important delineator of organization sets. (PS)

ED 081 553 56 RC 007 264

Harrison, Helene W.

Evaluation Report of the San Marcos Independent School District's Bilingual Education Program.

San Marcos Independent School District, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 73

Grant—OEG-0-9-530014-3480(280)

Note—101p.; Oversized pages, actual page count 82

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Attitudes, *Bilingual Education, Dropouts, *Elementary Grades, English (Second Language), Language Development, *Mexican Americans, *Program Evaluation, Rating Scales, Reading, Self Concept, *Tables (Data)

Identifiers—San Marcos, *Texas

The San Marcos Independent School District's Bilingual Education Program for 1972-73 was evaluated in this report. The program consisted of 684 students in grades K-5 in 4 elementary schools. The majority of these students were Mexican American with only 18% monolingual English speakers. The program's objectives were, first, to provide bilingual education for pupils who have limited English speaking ability and, second, to give English speakers the opportunity to become bilingual and to broaden their outlook and understanding of other people. The Peabody Picture Vocabulary Test, in both English and Spanish, was administered to students in grades K-1 in September and again in March. The Metropolitan Readiness Test, Form A, was also given in kindergarten while the Metropolitan Achievement Test was given in grades 1-5. Also used was the Inter-Americana Spanish reading test, the Prueba de Lectura. Educational achievement for the students improved to some extent throughout the year. Tabular data covered teachers, schools, and pupils; dropouts; results of the Peabody Picture Vocabulary Test, the Metropolitan Achievement Test, and the Pruebra de Lectura and inferred Self-Concept Judgment Scale results. The appendix gives the Spanish versions of the Peabody Test. (For related document, see RC 007 265.) (NQ)

ED 081 554 56 RC 007 265

Prochnow, Harold G.

Final Educational Accomplishment Audit of the San Marcos Independent School District's Bilingual Education Program.

San Marcos Independent School District, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 12 Jun 73

Grant—OEG-0-9-530014-3480(280)

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bilingual Education, *Comparative Analysis, Educational Improvement, *Evaluation Criteria, *Program Evaluation, Quality Control, *Spanish Speaking

Identifiers—San Marcos, *Texas

The final audit report (1972)73) on the Bilingual Education Program of the San Marcos Independent School District critiques the quality of the project and the audit. The 5 sections of the audit are: (1) introductory and general comments on the quality of the project evaluation and the comparative findings of the project evaluation and the audit; (2) detailed critique of the product, process, and management evaluation for each component, based on an assessment of the instruments used, data collection procedures, data analysis techniques, and data analysis presentation; (3) description of the auditor's on-site findings and their correlation with the evaluator's data and reports, summary of consistencies and discrepancies, and interpretation of discrepancies; (4) recommendations for evaluation design revisions with a rationale for each; and (5) confirmation or questioning of the need for program modifications proposed in the project evaluation. (For related document, see RC 007 264.) (NQ)

ED 081 555 56 RC 007 266

Harrison, Helene W.

Evaluation Report of the Harlandale Independent School District's Bilingual Education Program.

Harlandale Independent School District, San Antonio, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 73

Grant—OEG-0-9-530014-3480(280)

Note—107p.; Oversized pages, actual page count 90

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Achievement Tests, *Bilingual Education, *Elementary Grades, *Federal Programs, *Mexican Americans, Minority Group Children, *Program Evaluation, Spanish Speaking, Tables (Data)

Identifiers—Harlandale, *Texas

The 1973 report evaluates the Bilingual Education Program of Harlandale Independent School District. The bilingual program is designed for Spanish speaking pupils in grades K-5 (1,517 children in 8 of the district's 15 elementary schools) who have limited English-speaking ability. The 1972-73 project involved (1) development and revision of curriculum materials; (2) bilingual instruction in K-5; (3) preservice and inservice training of bilingual teachers and aides; (4) supervision of bilingual student teachers and student interns; (5) involvement of bilingual parents in their children's education; (6) increased community support for bilingual education; and (7) coordination of the cooperative efforts of 2 school districts and a teacher-training institution--Harlandale Independent School District, San Marcos Independent School District, and Southwest Texas State University. The 31 tables give results of tests used to evaluate the bilingual program--e.g., Peabody Picture Vocabulary Tests, Metropolitan Achievement Test, Prueba de Lectura, BEP Test in Social Studies and Science, Allocation of Time in Language Teaching (English and Spanish), and Inferred Self-Concept Scores. Eight recommendations are also included--e.g., the coordinator should emphasize to teachers the need to develop both English and Spanish reading comprehension. (For related documents, see RC 007 267, 268.) (FF)

ED 081 556 56 RC 007 267

Prochnow, Harold G.

Final Evaluation Accomplishment Audit of the Harlandale Independent School District's Bilingual Education Program.

Harlandale Independent School District, San Antonio, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 12 Jun 73

Grant—OEG-0-9-530014-3480(280)

Note—16p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bilingual Education, Cost Effectiveness, Educational Accountability, Elementary Grades, *Federal Programs, Guidelines, *Mexican Americans, Minority Group Children, *Program Effectiveness, *Program Evaluation, Spanish Speaking, Systems Analysis

Identifiers—Harlandale, *Texas

The audit report was made in compliance with the contractual agreements, legal prescriptions, and official directives under the provisions of Title VII of Public Law 89-10, as amended, for the establishment and operation of bilingual education programs. The audit report (June 12, 1973) is on the Bilingual Education Program (in its 4th year of operation) of the Harlandale Independent School District. This report gives a critique of the quality of the project evaluation, discusses the findings of the project and the audit, and confirms or questions the need for program modifications proposed as a result of the evaluation. The scope follows the suggested U.S. Office of Education audit report areas--(1) introductory and general comments concerning the quality and significance of the final evaluation report; (2) detailed critique of the product and process evaluation conducted for operation and management, based on an assessment of the instruments used, data collection procedures, data analysis techniques, and data analysis presentation; (3) findings and observations as a result of on-site visits and examination of evaluative data with a summary of consistencies and discrepancies; (4) recommendations for evaluation design revision; and (5) the need for program modification. (For related documents, see RC 007 266, 268.) (FF)

ED 081 557 56 RC 007 268

Pryor, Guy C.

Evaluation of the Bilingual Project of Harlandale Independent School District, San Antonio, Texas, in the First, Second, and Third Grades of Four Elementary Schools During 1968-69 School Year.

Harlandale Independent School District, San Antonio, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date Jul 69

Grant—OEG-0-9-530014-3480(280)

Note—37p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bilingual Education, *Elementary Grades, *Federal Programs, Grade 1, Grade 2, Grade 3, *Mexican Americans, Minority Group Children, *Program Evaluation, Spanish Speaking

Identifiers—Harlandale, *Texas

The document is an evaluation of the Bilingual Instructional Project in the 1st, 2nd, and 3rd grades of 4 elementary schools in the Harlandale Independent School District, San Antonio, Texas, during the 1968-69 school term. Evaluation of the 1st grade included a mental ability and readiness test--pretest and posttest. At the 2nd grade level, the Science Research Associates Achievement Test in Reading was given as a pretest and the Inter-American Series was given as a posttest. For the 3rd grade, the Science Research Associated Achievement Test in Reading was given as a pretest and posttest. Eight conclusions are given--e.g., there was no discernible difference in language achievement by 2nd and 3rd grade pupils between the bilingual and the control groups as measured by reading tests in English. The 11 recommendations encourage better organization, better planning, leadership that is more readily available, closer support by the principals, and more materials. A closer evaluator contact with the program is also recommended. (For related documents, see RC 007 266, 267.) (FF)

ED 081 558 RC 007 269

Rojek, Dean G.

The Social and Psychological Consequences of Intragenerational Mobility. Working Paper 73.4.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Economic Development Administration (DOC), Washington, D.C.; Illinois Univ., Urbana. Agricultural Experiment Station.; National Inst. of Mental Health (DHEW), Rockville, Md.

Report No—MH-19689; OER-417-G-72-7(99-7-13248)

Pub Date 73

Note—32p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Patterns, Career Change, Economic Change, *Industrialization, Psychological Characteristics, *Psychological Patterns, *Rural Development, Social Influences, *Social Mobility, *Social Stratification

Identifiers—Illinois

The relationship between prior and present socioeconomic status and 10 symptoms of social and psychological stress were examined for mobility effects. The analysis was confined to a 5-year, intragenerational mobility panel from 2 Illinois regions--Putnam County and segments of 3 other adjacent counties in north-central Illinois, and a portion of Iroquois County in central Illinois (the control region). In 1966, the Jones-Laughlin Steel Corporation developed a large steel mill in Putnam County. Then, in 1966, 1967, and 1971, area probability surveys of household heads were conducted. For this study, only those in the 1966 and 1971 surveys will be used. During the 5 year span a marked reshuffling of occupational structure occurred in both regions. In Putnam, 74.5% remained stable, while 11.5% moved upward and 14% downward. The control region displayed similar results, with 71.4% remaining stable. The findings provided little, if any, support for suggesting that mobility has disruptive consequences. The Durkheimian mobility hypothesis pointing to manifestations of anomia, stress or social isolation was not evident. (KM)

ED 081 559 RC 007 270

Scott, John T., Jr.

Profile Change When Industry Moves Into an Area. Working Paper RID 73.7.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Economic Development Administration (DOC), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Report No—MH-19689; OER-417-G-72(99-7-13248)

Pub Date Feb 73

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Resources, *Economic Change, Federal Programs, *Industrialization, Labor Force, Population Trends, *Rural Areas, Rural Development, *Social Factors, Utilities

The effects of industrialization on the economic and social profile of a rural community are described in this paper. Some of the major changes when industry moves into a community are in the land use and support systems such as an increase in the demand for water, energy, and waste disposal. Other changes are in the labor force, retail sales and services, housing development, and demand for schools and other public services. The major conclusion is that much of the effort spent by a single small community in attracting new industry will benefit an area far beyond its own environs. (PS)

ED 081 560 RC 007 271

Clemente, Frank Summers, Gene F.

Large Industries in Small Towns: Who Benefits? Working Paper RID 73.9.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Economic Development Administration (DOC), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Report No—MH-19689; OER-417-G-72-7(99-7-13248)

Pub Date Feb 73

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Age, *Community Development, *Heads of Households, Income, *Industry, Manufacturing Industry, *Relationship, *Rural Areas, Sex (Characteristics), Tables (Data)

Identifiers—Illinois

The impact of a large manufacturing plant on a small village in "middle America" was explored in this paper. Research was conducted in Illinois using Putnam County as an "experimental" region and Iroquois County as a "control." In the spring of 1966, the Jones and Laughlin Steel Corporation began construction of a major production complex at the village of Hennepin in Putnam County. Operation at the "Hennepin Works" began in December 1967. In June 1966, 1,128 household heads in Putnam and 411 heads in Iroquois County were interviewed. In the summer of 1971, 1,029 heads in Putnam County and 377 in Iroquois County were interviewed. Individuals' total yearly income measured economic status. The income of the samples from each region were dichotomized on the basis of age and sex. Findings provided strong empirical support for the hypothesis that the elderly residents and female heads of households receive little direct economic benefit from new industry. (NQ)

ED 081 561 RC 007 272

Summers, Gene F. Clemente, Frank

Rapid Industrial Development, Competition, and Relative Economic Status: A Study in Human Ecology. Working Paper RID 73.10.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Economic Development Administration (DOC), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Report No—MH-19689; OER-417-G-72-7(99-7-13248)

Pub Date 73

Note—34p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Age, Demography, *Ecology, *Economic Status, Education, Income, *Industrialization, Rural Development, *Rural Economics, *Socioeconomic Influences, Tables (Data)

Identifiers—Illinois

The document has 3 goals (1) to examine the distribution of economic benefits of industrial development as reflected by the concept of competition in human ecology; (2) to provide an empirical test of the ecological model, and (3) to relate the findings to public policy. Two Illinois study areas were identified. First, as an experimental region, Putnam County and bordering sections of the 3 contiguous counties were selected. Second, a comparable region across the state--Iroquois County--was selected as a control region. Both regions: (1) are about equidistant from Chicago, (2) had similar highway and railway systems in 1966, and (3) were rural agricultural counties similar in demographic composition. In 1966, 1,171 household heads were interviewed in the experimental region, and 411 in the control region. Five years later, after the industrial plant had beenin operation, 1,166 persons in the experimental region were interviewed and 399 in the control region. Findings are presented in 5 tables and are summarized--e.g., Table 1 presents gross and net effects on income of each category of competitive capacity. (FF)

ED 081 562 RC 007 273

Clemente, Frank Summers, Gene F.

Rural Industrial Development and Commuting Patterns. Working Paper RID 73.15.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Economic Development Administration (DOC), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Report No—MH-19689; OER-417-G-72-7

Pub Date Aug 73

Note—10p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Economic Factors, Federal Legislation, *Human Resources, *Industrialization, Labor Force, Local Government, *Rural Development, *Social Factors

Identifiers—*Commuting Patterns

Information on the commuting patterns of the employees of a recently constructed manufacturing facility in north central Illinois is presented in this report. The subjects included 720 hourly workers and 300 salaried employees of a cold rolling mill. Data were obtained from the 1972 personnel records of the plant and were available for 98% of the employees. Air and road miles between residence and plant site were calculated. Major findings were that there is considerable variation in commuting distance among the employees and that the radius of the commuter field is very wide. It was noted that the income generated by the plant is dispersed over a wide area, which is desirable for the region but may pose problems for the host community. (PS)

ED 081 563 RC 007 274

Kayser, Brian D.

Educational Aspirations as a Stochastic Process. Working Paper RID 73.16.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Economic Development Administration (DOC), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Report No—MH-19689; OER-417-G-72(99-7-13247)

Pub Date Aug 73

Note—34p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aspiration, Changing Attitudes, *Educational Attitudes, Family Background, *High School Students, *Models, *Rural Areas, Statistical Analysis, Tables (Data)

The purposes of this study were to test the predictability of the aspirational changes using the simple, two-state, discrete-time Markov model and to test for differences in selected background characteristics for students with different aspirational patterns. Data were from an ongoing study of an industrialized rural area. High School students were surveyed to monitor changes in attitudes, plans, and behavior from 1966 to 1971. Major findings were that there was a differential turnover between college and non-college plans, that students with a given level but different histories of aspirations were similar in selected background characteristics such as family status, significant others' support, and income aspirations, and that the two-state, discrete-time Markov model predicted the changes in educational aspirations for the students sampled. A major conclusion was that the assumption of aspirational stability was supported and the process appears to be Markovian in nature with one general process in operation over all the high school years. (PS)

ED 081 564 RC 007 275

Whiteside, Don (sin a paw)

Patterns of Racial Discrimination: Aboriginal Administration in Canada and the United States.

Pub Date 73

Note—15p.; Prepared for the Annual Meeting of the American Sociological Association, New York, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activism, *American Indians, *Comparative Analysis, *Culture Conflict, Federal Programs, History, Legal Problems, *Racial Discrimination, *Treaties

Identifiers—*Canada, United States

The document presents a comparative study of racial discrimination towards American Indians in Canada and the United States. The main focus disputes the belief that Canadian Indians were treated more humanely because of 2 factors: (1) Indian wars raged throughout the history of the U.S. and less so in Canada, and (2) unlike the U.S., treaties were strictly adhered to in Canada, thus reducing legitimate dissatisfaction to a minimum. The Canadian Government had more control over the Indians because of 4 classes of people--the fur traders, the churchmen, the Federal policemen (Royal Canadian Mounted Police), and the Indian agents. The influence of these groups upon the Canadian Indians is discussed. (FF)

ED 081 565 RC 007 276

Bromberg, Eric

Media Services in the Bureau of Indian Affairs Schools. A Report and Recommendations.

Southwestern Indian Polytechnic Inst., Albuquerque, N. Mex.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Nov 72

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—American Indian Culture, *American Indians, Audiovisual Aids, *Curriculum Enrichment, *Federal Programs, Financial Support, *Instructional Materials Centers, Instructional Media, *Media Selection, Media Specialists, Teacher Education
Identifiers—Bureau of Indian Affairs
Recognizing the lack of any adequate media resources in Bureau of Indian Affairs (BIA) schools, this Department of the Interior report recommends the mandatory placement of an educational media specialist in all areas where there are such schools. The media program, which would use new funds, could be established by fiscal 1975. Further recommendations cover: (1) The Media Center: school applications, extra-curricular potentials, and dormitories; (2) The Administrator and the Media Center: comprehension of the place of the media center and supervision of the media centers; (3) The Media Center Director; and (4) Standards for Learning Centers. A proposed budget, materials to be used, and personnel plan are also included. (KM)

ED 081 566 RC 007 277
Anderson, F. V.
[Annual Reports to the Council on Outdoor Education and Camping.]
Spons Agency—American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 73
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Camping, Curriculum, Handicapped Children, Inservice Programs, *Interdisciplinary Approach, *Learning Experience, Objectives, *Outdoor Education, Physical Education, *Teaching Techniques
Four Annual Reports are presented in this collection. The Professional Preparation Committee listed 7 principles supporting the belief that professional preparation in outdoor education must be interdisciplinary. Also included in that report were committee activities and recommendations. The task Force on Defining and Interpreting Outdoor Education presented an initial effort to relate educational goals to outdoor education. The Committee on Outdoor Education for Older Youth presented a plan to reorganize itself. The Task Force on Outdoor Education for the Handicapped announced the development of a list of school districts, religious and civic organizations and agencies sponsoring and operating outdoor education programs for handicapped children. (PS)

ED 081 567 RC 007 279
Cunningham, Orville R. And Others
The Church and Prejudice: An Examination of White Clergymen's Attitudes Towards Blacks in the Deep South.
Pub Date Aug 73
Note—20p.; Paper presented at the Annual Meeting of the Rural Sociological Society, College Park, Maryland, August 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age, Caucasians, Civil Rights, *Clergymen, *Negroes, Religious Education, *Residential Patterns, *Rural Urban Differences, *Social Discrimination
Identifiers—*South
Methodist ministers in a Deep South State were compared by rural-urban residence for prejudicial attitudes towards Blacks. Previous findings indicated that area of residence was a factor in determining civil rights attitudes. Therefore, it was expected that ministers serving southern rural congregations were more prejudiced than their urban counterparts. In addition, other factors such as age, level of education (seminary-nonseminary training), and religious fundamentalism were assessed as variables. Data were collected by questionnaires employing fixed alternative response items. The sample consisted of 118 white, male ministers attending the Mississippi Methodist Annual Conference in 1969. Scaleogram analysis was used to construct 6-item indexes measuring prejudice and religious fundamentalism. These and the remaining independent variables (residence, age, and education) were dichotomized. The analysis revealed that the best predictor of prejudice was education, followed by fundamentalism, residence, and age. Suggestions for further research were offered. (Author/KM)

ED 081 568 RC 007 280
Kleinfeld, Judith
Using Nonverbal Warmth to Increase Learning: A Cross-Cultural Experiment. ISEGR Research Note.
Alaska Univ., Fairbanks. Inst. of Social, Economic, and Government Research.
Pub Date Jun 73
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Body Language, *Cross Cultural Studies, *Eskimos, Grade 9, Interviews, *Learning, *Nonverbal Communication, *Urban Youth, Verbal Communication
The purposes of this cross-cultural experiment were to: (1) observe whether nonverbal teacher warmth increases the learning and verbal communication of Eskimo students, and (2) determine if Eskimos are more sensitive than whites to teacher warmth. Twenty village Eskimo students and 20 urban white students from the ninth grade, equally divided by sex, attended 2 college guidance and information sessions. The instructor (a 26-year-old white female) behaved in a warm style in one and in a neutral, impersonal style in the other. Three measures which determined differences in verbal expression and learning in the situations were question-answering, question-asking, and learning. The number of words in the student's reply to 4 questions about a class served as the question-answering measure; the number of questions the student asked about information given to him on 2 unfamiliar colleges served as the question-asking measure; and the student's verbal responses to 8 questions measuring information acquisition served as the learning measure. Among the findings were: both Eskimo and white students tended to learn significantly more in a nonverbally warm situation, with Eskimo females showing the greatest increase. All groups had about the same scores when the warm treatment was used first. (NQ)

ED 081 569 RC 007 283
Beale, Calvin L.
Rural and Nonmetropolitan Population Trends of Significance to National Population Policy.
Economic Research Service (DOA), Washington, D.C.
Pub Date Feb 72
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Size, *Demography, *Employment Patterns, Farmers, Geography, *Metropolitan Areas, *Migration, *Population Trends, Race, Relocation, Tables (Data)
The purpose of this paper is to review recent trends in the rural and/or nonmetropolitan population and to indicate some of the linkages and implications for national population policy. The vast rural to urban migration of the last generation was necessary and rational, since most migrants believed they benefitted by moving. Although much of the movement was impelled by declining farm and mining employment, it also stemmed from comparatively high rural fertility and the resulting pressures on local job supply. Rural fertility hascontributed disproportionately to U.S. total population growth and requires more attention in family planning programs if national population limitation objectives are to be attained. (FF)

ED 081 570 RC 007 284
Matthews, Tresa H.
Health Services in Rural America. Agriculture Information Bulletin No. 362.
Rural Development Service (DOA), Washington, D.C.
Report No—USDA-RDS-362
Pub Date Jul 73
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Experimental Programs, *Facilities, Federal Legislation, Financial Support, *Health Needs, *Health Services, *Rural Areas, *Rural Urban Differences, Special Health Problems
Health care needs and services in rural areas are compared with those in urban areas, with the results indicating that rural people continue to have more health problems and less satisfactory care. Federal health care legislation and its effect on rural areas is discussed, particularly legislation pertaining to manpower, planning programs, facilities construction, financing, and programs for special groups. Examples of successful new public and private experimental health delivery programs are given, many of which focus on providing better care for rural people. (Author/KM)

SE

ED 081 571 SE 015 144
Smith, Edward L.
Procedures for Generating Candidates for Learning Hierarchies.
Pub Date Apr 72
Note—19p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (45th, Chicago, Illinois, April 3-6, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Content Analysis, Curriculum Design, Instruction, *Instructional Design, *Learning Activities, *Methodology, Performance Specifications, Teaching Methods, *Teaching Procedures, Teaching Skills
A methodology for generating, describing, and organizing candidates for learning hierarchies is presented in this article for the purpose of facilitating attainment of desired outcomes in instructional design. Hierarchy entities are discussed in terms of information presented and performance required in instruction and items and skills underlying the performance. Performance requirements are described as items more important than elements of verbalizable knowledge. Skill substructures are seen as a separate conceptualization, and only the item features are considered in this paper in generating candidates. Components of description, comparison, and classification items include: elements, variable names, values, observation or measurement procedures, describers, correlational rules, and criteria for forming element subsets. Procedures for item generation are: (1) adoption of conventions for describing items in terms of tasks and content, (2) defining tasks, and (3) specification of content domains for tasks. The author points out that effects of hierarchies on knowledge transfer are determinable by analyzing items and skills of a task. A representation of learning hierarchies and tables of simple tasks are included. (CC)

ED 081 572 SE 015 953
Unit: The Australian Scene, Inspection Pack, National Trial Print.
Australian Science Education Project, Toorak, Victoria.
Pub Date [72]
Note—134p.
Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)
Document Not Available from EDRS.
Descriptors—*Animal Science, *Curriculum Development, Instructional Materials, Interdisciplinary Approach, *Plant Science, Science Course Improvement Project, Science Education, *Secondary School Science, Teaching Guides, *Units of Study (Subject Fields)
Identifiers—*Australian Science Education Project
As a part of the interim unit materials in the series produced by the Australian Science Education Project, this teachers' guide is composed of five sections: an introduction to nature in the balance, tests, excursion activities, options, and research activities. Options are under the headings: The Changing Face, Australian Soils, Distribution of Vegetation in Australia, Your Remarkable Animals, Adaptions of Animals to Their Environment, Searching for Evidence, and Consider Your Verdict. Research activities are related to organisms and climate, bird life, species of living organisms, conservation of native animals, and an ant's life. Excursions are concerned with collection of environmental information., relationships between plants and animals, and the ecosystem of the area. Some activities are required for all students, and a prior knowledge of objectives is given for each activity. Also included are recommendations for use of the unit, lists of equipment and audio-visual aids, a bibliography of references, and keys to questions and tests. The accompanying record book is intended for students to summarize their activities and record their observations and answers. (CC)

ED 081 573 SE 015 954
Unit: Sticking Together, Inspection Pack.
Australian Science Education Project, Toorak, Victoria.
Pub Date 72
Note—112p.
Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)
Document Not Available from EDRS.
Descriptors—*Curriculum Development, Instructional Materials, Objectives, *Physical Sciences, Science Course Improvement Project, Science Education, *Secondary School Science, *Teaching Guides, *Units of Study (Subject Fields)
Identifiers—*Australian Science Education Project
As a part of the unit materials in the series produced by the Australian Science Education Project, this teachers' guide is composed of four parts: introductory remarks, a core relating to bubbles and drops, options, and diagnostic tests. Materials are designed for students working at their own pace, either individually or in small groups. Behavioral objectives are given to facilitate students' acquisition of outcomes. Options are under the headings: Wet Water, Sticking Power, Wet and Dry, Solid-Liquid-Gas, Colored Attractions, Thick and Thin Liquids, Pattypan Particles, and "How Thin is Thin?". Also included in the guide are recommendations for use of the unit, hints on classroom organization, lists of equipment and audio-visual aids, keys to questions and tests, and a bibliography of references. The accompanying record book, which is intended for students to record their activities and write answers, includes a readiness unit designed for those who lack prerequisite knowledge about forces, models, and particles. (CC)

ED 081 574 SE 015 955
Unit: Making Life Easier, Inspection Pack, National Trial Print.
Australian Science Education Project, Toorak, Victoria.
Pub Date [72]
Note—80p.
Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)
Document Not Available from EDRS.
Descriptors—*Curriculum Development, Instructional Materials, Objectives, *Physics, Science Course Improvement Project, Science Education, *Secondary School Science, *Teaching Guides, *Units of Study (Subject Fields)
Identifiers—*Australian Science Education Project
As a part of the unit materials in the series produced by the Australian Science Education Project, this teacher edition is primarily composed of three sections: a core relating to a bicycle, tests, and options. The core is concerned with basic properties of a machine such as force multiplication, speed multiplication, energy dissipation, and mechanical advantages. Options are under the headings: Gearing, "When Do Things Fall Over?", The Ramp, Strings and Wheels, Liquids Can Transfer a Force, and Other Ways of Making Life Easier. Students are asked to do the core and some of the options at their own pace, either individually or in small groups. Behavioral objectives are given to facilitate students' acquisition of outcomes. Also included in the edition are recommendations for use of the unit, lists of equipment, keys to tests and questions, and a bibliography of references. The accompanying record book is intended for students to record observations and write test answers. (CC)

ED 081 575 SE 015 956
Unit: Seashores, Inspection Pack, National Trial Print.
Australian Science Education Project, Toorak, Victoria.
Pub Date Sep 72
Note—121p.
Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)
Document Not Available from EDRS.
Descriptors—*Curriculum Development, Instructional Materials, *Physical Geography, Pollution, Science Course Improvement Project, Science Education, *Secondary School Science, Teaching Guides, *Units of Study (Subject Fields)
Identifiers—*Australian Science Education Project
As a part of the unit materials in the series produced by the Australian Science Education Project, this teacher edition is primarily composed of three parts: a core, a number of options, and test forms. The core is concerned with seashores, wind, waves, life on seashores, and rocky shore ecosystems. Options are given under the headings: Pollution of the Seashore, Wave Problems for Engineers, Beach Erosion, Vanishing Beaches, Cycles of Coastal Erosion, and The Great Barrier Reef. Students are asked to do one of the first three parts of the core, but the fourth part is required for all students. Behavioral objectives are given to facilitate students' acquisition of outcomes. Also included are recommendations for use of the unit, an introduction to audio-visual aids, lists of references and equipment, hints on excursion and group discussion, and keys to questions and tests. The accompanying record book is intended for students to record observations and write answers. (CC)

ED 081 576 SE 015 957
Unit: Electric Circuits, Inspection Pack, National Trial Print.
Australian Science Education Project, Toorak, Victoria.
Pub Date Sep 72
Note—98p.
Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)
Document Not Available from EDRS.
Descriptors—*Curriculum Development, *Electric Circuits, Instructional Materials, Physics, Science Course Improvement Project, Science Education, *Secondary School Science, Teaching Guides, *Units of Study (Subject Fields)
Identifiers—*Australian Science Education Project
As a part of the unit materials in the series produced by the Australian Science Education Project, this teacher edition is primarily composed of a core relating to simple circuits, a test form, and options. Options are given under the headings: Your Invention; "How Long Does a Call Last?"; One, Two, Three Wires; Parallel Circuits; More Cells; The Long and the Short of It; Investigating a Light Globe; Hot Stuff; A Carbon Arc; and Wires in the Wall. All students are required to do the core. Behavioral objectives are given to facilitate acquisition of outcomes. Also included are recommendations for use of the unit, lists of equipment and audio-visual aids, hints on equipment and class organization, a bibliography of references, a questionnaire for teacher comments, symbols of electric components, a glossary, and keys to questions and test items. The accompanying record book is intended for students to record observations and answers and summarize their activities. (CC)

ED 081 577 SE 015 958
Unit: Signals, Inspection Pack, National Trial Print.
Australian Science Education Project, Toorak, Victoria.
Pub Date Oct 72
Note—110p.
Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)
Document Not Available from EDRS.
Descriptors—*Curriculum Development, Instructional Materials, Nonverbal Communication, *Objectives, *Science Course Improvement Project, Science Education, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Australian Science Education Project
As a part of the unit materials in the series produced by the Australian Science Education Project, this teacher edition is primarily composed of two sections: a core relating to nonverbal communication and a number of options. The core is concerned with body talk, signal meanings, facial expressions, and signal studies. Options are given under the headings: Recording Signals, "What Do I Feel?", Codes, Animal Signals, The Eyes Have It, and Studying Faces. All students are asked to do the core in small groups and complete pre- and posttests. Behavioral objectives are given to facilitate students' learning. Also included are recommendations for use of the unit, feedback from the first trials, lists of equipment, a bibliography of references, and a questionnaire for teacher comments. The accompanying record book is intended for students to record observations and write answers to questions. (CC)

ED 081 578 SE 016 107
Doran, Rodney L.
Models for Science Education Research.
Pub Date Mar 73
Note—22p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Research, Literature Reviews, *Models, Research Criteria, *Research Methodology, Research Needs, Research Utilization, *Science Education, *Trend Analysis
A review of science education research studies is presented to illustrate the necessity of building a model for research activities. Present trends in research activities are analyzed by summarizing studies, particularly beginning from the Curtis 1926 Digest to the Welch and Gallagher 1972 reviews. The only existing model is one formed through classification of similar studies into groups and subsequent labeling of the groups by common attributes. A research training session oriented toward the model construction is suggested and serves as a way of accomplishing the first step. Generalized components of such a model should include input, process, output, and feedback. Criteria for a model are: logical fertility, multiple connections, permanence and stability, extensibility, casuality, simplicity, elegance, social significance, future orientation, and implication for classroom use or curriculum development. The author suggest that the outlining, elaboration and testing of models is the necessary focus of attention if improvements are to be accomplished in science education research. (CC)

ED 081 579 SE 016 133
A State-Wide Plan for Environmental Education.
Citizens' Committee for Environmental Education in Hawaii, Honolulu.
Pub Date Feb 73
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Citizen Participation, Educational Programs, *Environmental Education, *Master Plans, Organization, *State Programs, Supplementary Educational Centers
Identifiers—*Hawaii
State-wide planning toward environmental education in Hawaii was initiated by a volunteer group of citizens called The Citizen's Committee for Environmental Education. Based on their activities, this report: (1) enumerates the concerns underlying the establishment of the committee, (2) outlines the process and results of the interviews, workshops, and conferences conducted by the committee, and (3) presents the resulting recommendations of the community for a state-wide plan for environmental education. Following an assessment of needs, the major objective of the proposed program is to establish an environmental education service center in the state, concerned with the initiation and stimulation of educational processes which deal with man's relationships with his natural and man-made surroundings. The center would function under a mixed structure of public and private enterprise to assist and stimulate existing agencies in their work in environmental education. Detailed in the report are the general objectives and scope of the proposed program, structure of the proposed center, its status, funding, duties of the director and personnel, program, and budget. Supplementary information includes summaries of workshop questions and evaluations relating to the needs, priorities, and means of program implementation. (BL)

ED 081 580 SE 016 135
Knapp, Clifford Seim, Stuart S.
Bulletin Boards for Environmental Studies.
Pub Date 73
Note—48p.
Available from—The Instructor Publications Inc., Dansville, New York 14437
Document Not Available from EDRS.

Descriptors—*Bulletin Boards, Ecology, *Environmental Education, Instructional Materials, *Learning Activities, *Natural Resources, *Teaching Guides, Visual Aids

The bulletin board and activity ideas presented in this handbook offer some attractive ways of exploring and studying various environmental issues. They stress the concept that man is but one element in the whole chain of being. Each chapter, devoted to one element apiece, begins with an overview of the natural resource situation and/or problem followed by several display suggestions. The objectives, design of the bulletin board and associated activities, along with additional experiences, are enumerated for each display. Major topics or elements considered include: animals, plants, minerals and fuels, water, air, soil, land, aesthetic environment, and man. A bibliography of books, periodicals, and organizations is appended. (BL)

ED 081 581 SE 016 337

Brady, Eugene Ralph

The Effectiveness of Field Trips Compared to Media in Teaching Selected Environmental Concepts.

Pub Date 72

Note—170p.; Ph.D. dissertation, Iowa State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-3860, MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Biology Instruction, *Comparative Analysis, Doctoral Theses, *Environmental Education, *Field Trips, Fundamental Concepts, *Instructional Media, *Program Effectiveness, Research, Student Attitudes

Identifiers—Research Reports

The effectiveness of field trips compared to media in teaching selected environmental concepts was studied using 99 general biology students as the population. Students in the experimental group were taken on eight field trips, each designed to teach a praticular concept. Those in the control group were exposed to the same concepts through the use of media. Two areas were evaluated: student achievement and student attitude. In addition, the interaction between treatment and sex was investigated. Results of the study show both field trips and media can be used as successful teaching methods in presenting selected environmental concepts; no significant difference in achievement or attitude occurred between bosy and girls; and both methods resulted in a significant change in attitude toward current environmental problems. In both cases the change was considered to be a more positive attitude toward the problems. (BL)

ED 081 582 SE 016 466

Physicians in Hospital Emergency Departments. [Proceedings, New Jersey Training Program].

Health Services and Mental Health Administration (DHEW), Rockville, Md. Div. of Emergency Health Services.; Medical Society of New Jersey, Trenton.; New Jersey State Dept. of Health, Trenton.

Report No—DHEW-HSM-72-2014

Pub Date May 71

Note—85p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Programs, *Emergency Programs, Health Personnel, Hospitals, Injuries, *Medical Education, Medical Services, *Medical Treatment, *Physicians, Professional Education

This program was organized in response to the rapidly increasing demands placed upon the emergency departments of general hospitals, and in recognition of the fact that the crucial ingredient in emergency department services is physician capability. The training program was implemented for hospital department physicians and other interested licensed physicians, and utilized lecturers recruited from within the State from appropriate professional associations and schools. This publication provides representative papers on the topics presented, with the intent of stimulating the formation of similar training programs in other states. The topics include: resuscitation of the severely injured patient, including restoration of airway, shock, hemorrhage, and fluid replacement; the unconscious patient; pediatric emergency medical care; treatment of burns; cardio-pulmonary resuscitation; cardiac emergencies; psychiatric emergencies; treatment of multi-system injury; and care of simple wounds. (JR)

ED 081 583 SE 016 468

Scottish Schools Science Equipment Research Centre, Bulletin No. 63, May, 1973.

Scottish Schools Science Equipment Research Centre, Edinburgh.

Pub Date May 73

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Biology, *Bulletins, Chemistry, Equipment, *Laboratory Equipment, Physics, *Resource Materials, *Science Equipment, *Secondary School Science

Identifiers—Scotland

This bulletin of the Scottish Schools Science Equipment Research Centre provides information to teachers on a variety of topics relating to the use of equipment in science instruction. An editorial opinion argues that science curricula developed in England should not be adopted unchanged in overseas countries (such as Iran), but should be carefully adapted and modified to suit national requirements. The section entitled "Physics Notes" describes two sets of apparatus for measuring moments of inertia and force on a conductor. The section dealing with biology outlines two techniques suitable for use in the classroom for determining the energy content of foods. One technique is recommended for student use, while the other is more suited to teacher demonstration. "Chemistry Notes" provide suggestions on the apparatus used for the preparation of producer gas, and "Trade News" give information on equipment available from supply houses together with a list of the names and addresses of the major supply companies. (JR)

ED 081 584 SE 016 477

Air Pollution Primer.

National Tuberculosis and Respiratory Disease Association, New York, N.Y.

Pub Date 71

Note—104p.

Available from—National Tuberculosis and Respiratory Disease Association, 1740 Broadway, New York, New York 10019 ($1.25)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Environmental Influences, Instructional Materials, Pollution, *Public Health, *Reading Materials, Special Health Problems, *Textbooks

As the dangers of polluted air to the health and welfare of all individuals became increasingly evident and as the complexity of the causes made responsibility for solutions even more difficult to fix, the National Tuberculosis and Respiratory Disease Association felt obligated to give greater emphasis to its clean air program. To this end they have developed this primer for the concerned layman, to provide him with the knowledge and motivation to spur community pressure and action for restoration of clean air. The narrative material covers: air, weather, and pollution; the processes of pollution; pollutants: their state and and source; pollutants: their chemical properties; the special pollution of radioactivity; the health effects of pollution; and pollution's other effects (on animals, vegetation, materials, visibility, and economics). Diagrams and charts are used throughout to illustrate some of the information, and a glossary of terms used in the field of air pollution control concludes the work. (BL)

ED 081 585 SE 016 483

Oldham, Neild B., Ed.

VD Facts. The Need for VD Education. Starting a VD Education Program.

Croft Educational Services, New London, Conn.

Pub Date 73

Note—30p.; Croft Leadership Action Folio 53

Available from—Croft Educational Services, Inc., 100 Garfield Avenue, New London, Connecticut 06320 ($6.95)

Document Not Available from EDRS.

Descriptors—Disease Control, Educational Programs, *Health Education, *Infectious Diseases, *Instructional Materials, Multimedia Instruction, *Secondary Grades, Special Health Problems

Identifiers—*Venereal Disease

This instructional packet has four components treating various aspects of the school's approach to venereal disease instruction at the junior and senior high school levels. (1) "The Need for VD Education is a small booklet that can be used to inform staff or the general public about the alarming rise in venereal disease among teenagers. The case for VD education in the schools is made and backed by statistics. It may also be used as a tool in public relations campaigns to generate public support for VD education. (2) "Starting a VD Education Program" is for the administrator or teacher who is establishing a VD education program. It recounts some of the experiences other districts have had and lessons they learned. A sample pretest used by one school nurse to determine extent of need is included. Also given are lists of sources for materials that can be used either in classroom instruction or for staff inservice training. (3) "VD Facts," a record to accompany a filmstrip, presents VD facts in a manner teenagers can understand and respond to. (4) "VD Facts Comic Book" illustrates with picture and text the frames of the filmstrip and may be used to reinforce classroom work and discussion. (BL)

ED 081 586 SE 016 494

Montgomery, Gary D. Smith, Hiram, Jr.

Handbook for Field Trip Participants in the Environmental Sensitivity Project. An Environmental Education Program for Teachers in Escambia and Santa Rosa County Schools.

Escambia County Board of Public Instruction, Pensacola, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No—DPSC-68-5714

Pub Date [72]

Note—16p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Elementary Grades, *Environmental Education, *Field Trips, Inservice Teacher Education, *Instructional Materials, Learning Activities, Outdoor Education, *Teaching Guides, Teaching Procedures

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This handbook is designed to introduce the participating teacher to the Environmental Sensitivity Project, an ESEA Title III project in Escambia and Santa Rosa counties, Florida, and to give information that will assist teachers planning field trips. It explains what is expected of the teacher at each phase of the field trip process: orientation, classroom preparation, visits by resource personnel to the classroom, preliminary field trip, field trip preparations, the field trip, and return to school. Also included are suggestions for follow-up activities that can be conducted on school grounds, a glossary of environmental terms, and a checklist of reminders to aid teachers in remembering the many things which combine to make a meaningful outdoor experience. This work was prepared under an ESEA Title III contract. (BL)

ED 081 587 SE 016 497

Leister, Bob

Trip Leaders Guide. Outdoor Expeditions and Classes.

Pub Date 73

Note—35p.

Available from—Bob Leister, Hartford Middle School, White River Junction, Vermont 05001 ($1.00)

Document Not Available from EDRS.

Descriptors—Camping, *Field Trips, Instructional Materials, *Leaders Guides, Organization, *Outdoor Education, *Planning, Recreational Activities

Written to help teachers or leaders plan and lead field trips, excursions, or expeditions which stimulate a motivation to positive action, this pamphlet provides assistance in conducting learning experiences outside the classroom. Topics and subtopics discussed include: (1) Campsites: selection; firebuilding; knives, axes, saws; neat campsites; (2) Transportation Know How: paddling canoes; carrying canoes; sailing with canoes; portages; packing for comfort means packing light; packing dry; pack boards; protection and animal damage; protection from water damage; carrying gear and kids; backing trailers; (3) Activities: stars, sun, moon; map and compass; frisbie; (4) Food: planning; light weight food; low cost food; cleaning utensils and food handling; cooking with little or no cooking gear; gas stove and operation; reflector baker; (5) Safety: two

leaders; know the territory; turn around and go back; stay together; prevention of injury; safe drinking water; how to attract attention; first aid; no bare feet; roadways; control swimming; control boating; whistle; (6) Equipment: checklist; acquisition; sleeping bags and under-pinnings; tents, tarps, plastic; source list; and (7) Areas to Go: nearby areas; types of areas classified by subject; sample trip outline for planning purposes; administrator and parent involvement. Also included are a sample permission slip with pre-trip questionnaire and a bibliography. (BL)

ED 081 588 SE 016 526

Improving Cross-Cultural Training and Measurement of Cross-Cultural Learning. Volume I of the Report of Supplemental Activities.

Center for Research and Education, Denver, Colo.

Spons Agency—ACTION, Washington, D. C.

Report No—PC-72-42043

Pub Date 4 Jun 73

Note—246p.

Available from—Center for Research and Education, 2010 East 17th Avenue, Denver, Colorado 80206 ($4.75 plus postage)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Adaptation Level Theory, *Behavioral Science Research, *Cross Cultural Training, Evaluation, Learning Processes, Measurement Instruments, Objectives, *Social Integration

Identifiers—*Peace Corps, Research Reports

An in-depth study of the process of adaption among Peace Corps volunteers in Brazil and cross-cultural training methodology is presented in this volume, the first of two reports resulting from the project. Since ultimate aims of cross-cultural learning tend to be described in abstract terms, the fundamental issue had to do with specifying and clarifying these aims: terminal and enroute training objectives, assesment of outcomes, and design and implementation of learning strategies. In addition, the study investigated the relative importance of and interrelation among the domains of affect (feelings), behavior (activity), and cognition (knowledge) as they relate to adaptation. Four project tasks are identified and graphically described in each of four chapters which (1) outline a general characterization of the adapted Peach Corps volunteer, (2) recommend a new set of cross-cultural training objectives, (3) provide suggested guidelines or improvements for cross-cultural training/learning, and (4) present the cross-cultural learning measurement system, including instruments, scoring keys, and instructions. The second part of this report compiles the technical aspects detailing the work design, procedures, methods, and results of data analysis. (For related document, see Volume II, SE 016 527.) (BL)

ED 081 589 SE 016 527

Improving the Evaluation of Peace Corps Training Activities. Volume II of the Report of Supplemental Activities.

Center for Research and Education, Denver, Colo.

Spons Agency—ACTION, Washington, D. C.

Report No—PC-72-42043

Pub Date 4 Jun 73

Note—75p.

Available from—Center for Research and Education, 2010 East 17th Avenue, Denver, Colorado 80206 ($3.00 plus postage)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cross Cultural Training, Evaluation, *Measurement Instruments, *Program Effectiveness, *Rating Scales, *Systems Analysis

Identifiers—*Peace Corps, Research Reports

The purpose of this project/study was to review the evaluation system presently being used to assess the effectiveness of Peace Corps training activities in Brazil and to modify rating instruments and scales in order to obtain more accurate measurement. This volume, the second of two reports resulting from the project, describes the procedures and methods used, followed by the scaling instruments produced, complete with detailed instructions for their use, scoring, and accuracy computation. Evaluation scaling systems are developed for both training programs and training activities. (For related document, see Volume I, SE 016 526.) (BL)

ED 081 590 SE 016 573

Mathematics for Sheridan Schools, Grades K-12, Curriculum Guide.

Sheridan School District 7, Wyo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 69

Note—326p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Curriculum, *Curriculum Guides, *Elementary School Mathematics, Instruction, Mathematics Education, *Objectives, *Secondary School Mathematics

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This guide includes a list of general objectives and a scope chart of units to be covered in grades K-12. Objectives for specific topics are listed and are coded to the scope chart; text sources and materials are suggested; and lists of learning activities and audiovisual aids are provided. Separate sections of the guide cover topics in elementary school mathematics and junior high school mathematics; an individual lesson program for Algebra II is detailed; and topics to be covered in grade 12 are specified. A list of supplementary mathematics aids and sources is included. This work was prepared under an ESEA Title III contract. (DT)

ED 081 591 SE 016 584

Resource Guide to Environmental Education.

New Jersey Council for Environmental Education, Upper Montclair.; New Jersey State Dept. of Education, Trenton. Div. of Curriculum and Instruction.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [71]

Note—78p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bibliographies, *Environmental Education, Indexes (Locaters), Information Sources, *Instructional Materials, *Resource Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Prepared to familiarize educators with the wide variety of materials available for environmental education, this bibliography and resource guide lists curriculum materials which would be useful in kindergarten through adult levels of education. To facilitate use of the guide, it is divided into seven sections: (1) Books--dealing with environmental topics, primarily for teacher background information; (2) Journal Articles--selected from professional education journals and popular periodicals, emphasizing education and the environment; (3) Multimedia Materials--each kit is described briefly giving its contents, purpose, recommended grade level, cost, and publisher; (4) Periodicals--both those devoted specifically to environmental topics and those that usually carry articles on environmental issues and problems; (5) Sources for Free and Inexpensive Materials--lists organizations and the materials they will provide free or at low cost to school districts; (6) Film Guide--16mm films that can be borrowed at little or no cost; notes a brief description of the content, color or black and white, length, free or rental, rental cost, source, and grade level; this section is also indexed separately by grade level and environmental topic; and (7) Program and Materials Evaluation Criteria--a form to rate materials. This work was prepared under an ESEA Title III contract. (BL)

ED 081 592 SE 016 585

Voelker, Alan M., Ed.

Environmental Education: Planning Priorities.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date May 71

Note—186p.; Proceedings of the Environmental Education Workshop for Teachers and Teacher Trainers (Madison, Wisconsin, May, 1971)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Community Programs, *Conference Reports, Curriculum Development, *Environmental Education, *Program Development, Program Planning, Resource Allocations, *Teacher Education

Using the premise that one of society's most pressing educational needs is the preparing of personnel to implement and facilitate environmental education programs in schools, teacher preparation institutions, and other educational agencies, the conference focused on identifying "what to do" and "how to do it." Speakers discussed problems to be encountered in developing and maintaining environmental education programs, as well as how to design approaches for alleviating these problems. Content is divided into five areas: Developing Master Plans for Environmental Education (Planning Guidelines, Federal Planning and Coordination, Action to be Implemented in New Jersey, and Critical Factors); Dimensions of Environmental Education Programs (Curriculum Organization, Environmental Influences on Human Behavior, Human Values, and Education as Environment); Resources for Environmental Education (Allocating Resources, Environmental Management Education, Alternatives for Demonstrating that Mother Earth is a "-Crocogator," and The Environmental Science Center); Community Environmental Education (Community Interaction, Environmental Education for the Total Community, The Business Community, and A School and Some Volunteer Organizations); and the Workshop in Retrospect: A Summary (Planning the Program, Guidelines for Curriculum Development, Future Directions, and Community Environmental Education). (BL)

ED 081 593 SE 016 591

Stapp, William B.

State Environmental Education Master Planning (Estes Park, Colorado, May 17-19, 1973).

Pub Date May 73

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Development, *Environmental Education, *Master Plans, Models, Philosophy, *Statewide Planning

Condensed in this collection are ideas which should aid planners in developing state master plans for environmental education. Based on a review of such plans from eleven states, comments are directed toward five topics: (1) the need for an acceptable definition of environmental education, (2) some commonalities in the goals of environmental education as expressed by states in their environmental education plans, (3) major characteristics of a state environmental education plan, (4) a process for writing a state environmental education plan, and (5) a suggested outline of a state environmental education plan. The comments/ideas included in the collection were proposed at the State Environmental Education Master Planning Conference held in Estes Park, Colorado, May, 1973. (BL)

ED 081 594 SE 016 593

Environmental Education Projects, Fiscal Year 1972.

Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Report No—DHEW-OE-73-15000

Pub Date 72

Note—34p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01113 - $0.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Finance, *Environmental Education, *Federal Aid, Financial Support, *Grants, *Projects, Reports, Resource Allocations

U.S. Office of Education grants for 1972 in the field of environmental education are described briefly in this pamphlet. Grants were awarded in each of the 50 states, the District of Columbia, Puerto Rico, and Micronesia to promote a better understanding of the environment, the Nation's environmental problems, and the options for enhancing the quality of the environment. Funded under the Environmental Education Act of 1970 (P.L. 91-516), the 162 grants, totaling approximately three million dollars, were made to public and private non-profit organizations, including local school systems, institutions of higher education, and citizen groups for pilot projects in environmental education. The compilation lists each project individually by state and identifies its complete title, name of director, address and telephone number, amount of funds awarded, and presents a short description of the project and/or project objectives. This document describes the projects in more detail than a related document, ED 070 601. (BL)

ED 081 595 SE 016 594

Environmental Education Games.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.

Pub Date 72

Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classroom Games, Conservation Education, *Educational Games, Elementary Grades, *Environmental Education, Instructional Materials, Models, *Natural Resources, Secondary Grades, *Simulation, *Teaching Guides

Six environmental education simulation games are presented in this manual, developed by Project SESAME G (Susquehanna ESEA Synergetic Activities for Maximal-involvement via Education Games). The simulations are models of social situations which provide an opportunity for social interaction in the classroom, maximize student involvement, and change the roles of both teacher and student. Background information and instructions are given for each game and include an overview of the game, objectives, materials and game components, procedures, win criteria, debriefing, and a space for results of a game tryout. Additional material pertinent to the individual game is appended after each description. The games are titled: Re-Con, Forest Adventure, Camp-O-Rama, Conserv-O, and Specimens and Categories. Suggested uses are for elementary grades (4-8) and high school social studies and general science classes, although many may be adapted for several subject areas. Both role-playing and board games are covered and emphasize decision-making, awareness, identification, classification, and map reading skills. (BL)

ED 081 596 SE 016 595
Quality of Life Symposium.
New Mexico State Univ., Las Cruces. New Mexico Environmental Inst.
Pub Date Mar 73
Note—32p.; Symposium presented for the faculty and staff of New Mexico State University, November 30, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Role, Conference Reports, *Environment, Humanization, *Human Living, *Quality Control, Resources, Sociocultural Patterns, *Socioeconomic Influences, Speeches, Symposia
Identifiers—New Mexico

Comments, speeches, and questions delivered at the Quality of Life Symposium are compiled in these proceedings. As an exploratory session, the conference objectives were to (1) become better informed about New Mexico--its resource base, the economy, social and cultural base, and the environment; and (2) to evaluate and discuss the role of New Mexico State University in contributing to the quality of life of its people. Speakers and their topics included: Some Economic Problems of New Mexico by Lee Zink, Director, Bureau of Business Research, University of New Mexico; Socioeconomic Factors and the Quality of Life by Grace Olivarez, Director, Institute for Social Research and Development, University of New Mexico; Natural Resources and the Environment by John Clark, Director, Water Resources Research Institute; and Human Factors and the Quality of Life by N. Scott Momaday, New Mexico State University. Questions and answers posed by speakers follow the presentation of their position papers. Also selected are representative comments from a wide variety of discussion topics--a definition of "quality of life;" jobs with dignity; communication of university efforts; expansion of the extension program; the university's leadership function; and service. (BL)

ED 081 597 SE 016 598
International Union for Conservation of Nature Bulletin (IUCN), Volume 4 Number 5.
International Union for Conservation of Nature and Natural Resources, Morges, (Switzerland).
Pub Date May 73
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conference Reports, *Conservation Education, Environment, *Natural Resources, *Newsletters, Organizations (Groups), *Politics

Compiled in this newsletter are activities, viewpoints, reports, book reviews, and conference proceedings emanating from the International Union for Conservation of Nature and Natural Resources (IUCN). Principle items deal with viewpoints of politics and conservation and the International Workshop on Environmental Studies in Higher Education and Teacher Training held at Althouse College of Education, London, Ontario, Canada, September, 1972. The first considers the technique of questioning political candidates by the electorate in an effort to get their opinions or stand on conservation issues. An abridged questionnaire used by the Venezuelan Society of Natural Sciences for this purpose is reproduced and searches the areas of population and economic growth, economic development and conservation, pollution, protection of natural areas, administration of resources, and natural areas, tourists and recreation. The latter item presents conclusions from the International Workshop which stress developments needed in the field of decision-making on issues dealing with environmental education for three areas: higher education, teacher education and professional fields. Additional Bulletin items include recommendations for a crocodile saving program; conservation meetings; a list of the largest national parks of the world; World Wildlife Fund news; six book reviews; and miscellaneous notes. (BL)

ED 081 598 SE 016 600
The Environmental Education Philosophy and Program for the Bureau of Sport Fisheries and Wildlife, General Educational Concepts.
Bureau of Sport Fisheries and Wildlife (Dept. of Interior), Washington, D.C.
Pub Date [73]
Note—8p.
Descriptors—*Agency Role, Conservation Education, *Cooperative Programs, Educational Philosophy, *Environmental Education, Interpretive Skills, Natural Resources, *Program Development, Program Planning, *Teacher Role

General education concepts and the operational aspects of the proposed environmental education program of the Bureau of Sport Fisheries and Wildlife, U.S. Department of the Interior, are related in this pamphlet. The first part defines the terms environmental education and conservation education and the two types of program to be undertaken, environmental education and interpretive. The second part discusses the joint responsibilities of the program for both the Bureau and the teacher or school system. Functional and divisional responsibilities as well as training and staff needs are outlined for the Bureau. The role of the professional educator indicates the necessity for teacher involvement in pre- and post-trip preparation and follow-up in addition to coordinating the actual study or investigation. (BL)

ED 081 599 SE 016 603
Environmental Education, State College Area School District.
State College Area School District, Pa.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date [73]
Note—110p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Ecology, *Elementary Grades, *Environmental Education, Instructional Materials, *Language Arts, Learning Activities, Natural Resources, Reading Level, Sciences, Social Studies, *Teaching Guides, *Unit Plan
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

An Ecology Unit developed by fourth and fifth grade teachers in Pennsylvania is presented in this guide. It is composed of two sections. The first is divided into six levels based on reading abilities. Each level is further subdivided into several phases representing topics studied in the seven-week unit: Introduction to Ecology, Cities, Field and Forest, Animals, Air Pollution, Water Pollution, and Culminating Activities. Within each phase, activities are suggested which emphasize language arts but incorporate social studies and science concepts as well. Materials needed to complete the activities are noted. Section Two offers related activities which students may choose for group work and supplement those of Section One. Six related segments--Cities, Field and Forest, Animals, Air Pollution, Still Water (pond) Pollution, and Running Water (stream) Pollution--are used to suggest a variety of concepts, multimedia materials, and learning activities. This work was prepared under an ESEA Title III contract. (BL)

ED 081 600 SE 016 605
World Wildlife Conference, Efforts to Save Endangered Species.
Department of State, Washington, D.C.
Report No—Pub-8729
Pub Date Jun 73
Note—33p.
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No. 4400-01486 $0.50, domestic postpaid $0.35)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conference Reports, Ecology, Environmental Criteria, *International Programs, Natural Resources, Preservation, *Standards, *Wildlife Management, World Problems
Identifiers—*Endangered Species

A Plenipotentiary Conference to Conclude and International Convention on Trade in Certain Species of Wildlife was held in Washington, D.C., February 12 through March 2, 1973. Its purpose was to prepare and adopt a convention on export, import, and transit of certain species of wild fauna and flora. Representatives and observers from 90 countries met in fulfillment of the recommendation stated in Resolution 99.3 of the U.N. Conference on the Human Environment, Stockholm, June, 1972. Included in this pamphlet are several items related to the conference: remarks made by Secretary of the Interior, Rogers C. B. Morton, on February 12; a message from President Nixon read by Secretary Morton that day; statements made on February 12 and March 2 by Russell E. Train, Chairman, Council on Environmental Quality, and head of the U.S. delegation; the report of the U.S. delegation; excerpts from the final act of the conference; text of the Convention on International Trade in Endangered Species of Wild Fauna and Flora; and statements from President Nixon and the U.S. Department of State for Senate approval of the Convention. The appendix lists endangered animals--species now threatened with extinction and those which may become so unless trade is subject to strict regulation. (BL)

ED 081 601 SE 016 607
Student Action for the Valley Environment (SAVE).
Phoenix Union High School District, Ariz.
Spons Agency—Arizona State Dept. of Education, Phoenix.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—Proj-12-69-0015
Pub Date [73]
Note—159p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—City Planning, *Curriculum Guides, *Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Secondary Grades, *Simulation, Unit Plan, *Urban Studies
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

A multi-disciplinary approach to environmental studies for high school students, combining the areas of earth science, social science, and health education, is developed in this guide. Student Action for the Valley Environment (SAVE) is primarily a simulation program concerned with a serious problem of today--the survival of life in the cities. It encourages student awareness, role playing, and problem-solving by having students propose and decide on alternate ways of structuring a new city, with their final plan compared to that of the actual city of Phoenix, Arizona. The nine-lesson approach outlines for each lesson its aim, procedure, materials needed, time allotment, supplementary materials, and future assignments. Lessons concentrate on a study of the urban environment through "Conflict," a simulation game, site features, city design, the concept of change, population, land use, and the development of a model city. Numerous enrichment activities are suggested and elaborated upon, greatly enhancing the unit and promoting its usefulness in an interdisciplinary instructional program. These cover a wide variety of environmental factors and considerations. A data bank or background information about Phoenix is also included. This work was prepared under an ESEA Title III contract for Project Outreach. (BL)

ED 081 602 SE 016 608
Teaching Environmental Pollution, Grades 4-6.
Phoenix Union High School District, Ariz.
Spons Agency—Arizona State Dept. of Education, Phoenix.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—Proj-12-69-0015
Pub Date [73]

Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary Grades, *Environmental Education, Learning Activities, *Lesson Plans, Perception, *Pollution, *Teaching Guides
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III
This guide is activity oriented and designed to provide environmental experiences for children in grades four through six which will involve them in making value judgments relative to their own community. Content covers problems dealing with air pollution, water pollution, solid wastes, and the aesthetics of visual pollution. Five to fourteen lessons are suggested for each major area indicating the individual topic to be studied, aim of the lesson, approach or key questions, outline (of information), activities, and resource materials. Diagrams, charts, and maps are drawn when appropriate. The material may be used independently or integrated into the existing curriculum. This work was prepared under an ESEA Title III contract for Project Outreach, Phoenix, Arizona. (BL)

ED 081 603 SE 016 609
National Clearinghouse for Drug Abuse Information Selected Reference Series, Series 6, No. 1.
National Inst. of Mental Health (DHEW), Rockville, Md. National Clearinghouse for Drug Abuse Information.
Pub Date Jul 73
Note—20p.
Available from—National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, Maryland 20852
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstracts, *Annotated Bibliographies, *Drug Abuse, *Drug Education, *Industry, *Literature, State of the Art Reviews
This bibliography gives an overview of the literature on the subject of drug abuse in industry and presents the issues as seen by industry, government, and professionals in the field. New areas of discussion, such as industry's role in employing ex-addicts, are covered as well as security, safety, and legal areas as they relate to the development of drug policies for industries. The 50 citations include author's name, title of the article or book, source, volume and pages, and publication date followed by a one-paragraph abstract. Compiled by the National Clearinghouse for Drug Abuse Information, the Selected Reference Series are short, representative listings of abstracts on subjects of topical interest. The selection of literature is based on its currency, its significance in the field, and its availability in local bookstores or research libraries. The scope of the material is directed toward students writing research papers, special interest groups (such as educators, lawyers and physicians), and the general public requiring more resources than public information materials can provide. Each reference series is meant to present an overview of the existing literature, but is not meant to be comprehensive or definitive in scope. (BL)

ED 081 604 SE 016 610
Watkins, Donald And Others
Chemical Technician Manpower Survey: State of Alabama.
Alabama Univ., University. Inst. of Higher Education Research and Services.
Pub Date 73
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Chemical Industry, *Chemical Technicians, College Science, Curriculum, *Manpower Needs, *Surveys, *Technical Education, Technical Occupations
Identifiers—*Alabama, Research Reports
The study was undertaken to assess the needs of Alabama's industry for chemical technicians and to determine the kinds and levels of skills required by major employers. Of the 75 organizations responding to the questionnaire with usable data, 62 were private industries, 6 were testing laboratories, and 7 were federal agencies. Generally, the study indicated that the tremendous progress made by science has moved the professional chemist further into research, thus providing excellent employment opportunities for technical institute (two-year) or junior college graduates with training in chemical technology. These opportunities exist primarily in the petroleum, air pollution, water treatment, food, drug, chemical, glass, soap, rubber, paint, textile, power, steel, aluminum, and plastic industries. Respondents estimated that the need for chemical technicians in Alabama will almost double by 1976. The study presents an overview of the State's manpower needs for chemical technicians, makes future projections, delineates the skill/knowledge requirements desired by major employers, and describes current recommendations concerning the structure and content of an appropriate curriculum. (JR)

ED 081 605 SE 016 619
Egan, Thomas A. Seidel, Janet C.
An Inter-Disciplinary Problem Solving Approach to Environmental Education, Interim Evaluation Report.
Educational Research and Development Associates, West Chester, Pa.
Spons Agency—Berks County Schools, Reading, Pa.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 1 Feb 73
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Elementary Grades, *Environmental Education, Objectives, *Program Evaluation, *Projects, *Reports, Secondary Grades, Summative Evaluation
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III
Evaluation of an ESEA Title III project, "An Inter-Disciplinary Problem Solving Approach to Environmental Education" located in Berks County, Pennsylvania, is offered in this interim report. The report is primarily concerned with the degree to which operational and management process objectives are being achieved in each of four components: instruction, staff development, materials development, and community involvement. Comments are directed toward the already completed product objectives as they relate to experimental groups at both the fifth- and seventh-grade levels. A variety of methods were employed in the analysis procedure: student pre- and post-test scores; on-site visits; individual discussions; records of project activities; questionnaires; rating scales; and reviews of reports submitted by teachers and staff. Summary statements indicate that the project has been extremely successful in utilizing its expertise, staff, and facilities; stated objectives have been met at levels consistently above what was expected; the environmental knowledge of participating students has improved significantly; and students have changed their attitudes towards the environment in a more positive direction. However, community development was not proceeding as planned, primarily in relation to the creation, continuation, and integration of local and central advisory committees. (BL)

ED 081 606 SE 016 623
[Environmental Education Experiences].
Burke County Board of Education, Morganton, N.C.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date [73]
Note—90p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Ecology, *Elementary Grades, *Environmental Education, Learning Activities, Natural Resources, Pollution, *Teaching Guides, *Unit Plan
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III
Environmental/ecological experiences, appropriate for elementary grades, are presented in this compilation. Designed as individual units of study, they consider components of the natural environment and in particular the local environment of Burke County, North Carolina. Units are titled: Burke County in a Nutshell, Our Culture, A Tour of the Burke County Water Treatment Plant, A Tour of the Morganton Sewage Treatment Plant, The Burke County Landfill, Linville Gorge--An Outdoor Teaching Laboratory, Air, Noise Pollution, and Solid Waste. They detail background information pertinent to the subject, educational objectives, suggested activities, procedures, glossary of terms, and additional resources. This work was prepared under an ESEA Title III contract. (BL)

ED 081 607 SE 016 624
Roller, Elizabeth
Outdoor and Environmental Education Manual, Grades K-6.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
Pub Date [73]
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary Grades, Environmental Education, Fundamental Concepts, Instructional Materials, Interdisciplinary Approach, *Learning Activities, *Natural Resources, *Outdoor Education, *Teaching Guides
In an effort to help elementary teachers see how the out-of-doors can be utilized in everyday teaching, this manual lists possible outdoor activities that can be included in the school curriculum. Introductory information defines objectives of outdoor education, suggestions for evaluation of outdoor education experiences, and techniques for teaching in the out-of-doors. The activities section, divided by grade level (1-2, 3, 4, and 5-6), utilizes a conceptual approach within specific subject areas. General objectives are noted for each subject, succeeded by individual concepts and their supporting activities and follow-up. Subjects include science, language arts, mathematics, social studies, and arts/crafts/music at each level. The final segment suggests health, physical education, and recreation activities appropriate for all grade levels. References are listed by section. (BL)

ED 081 608 SE 016 625
Use That Campus.
Tennessee Valley Authority, Norris , Tenn. Div. of Forestry, Fisheries, and Wildlife Development.
Pub Date 71
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary Grades, Environmental Education, *Natural Resources, *Outdoor Education, *Resource Guides, School Location, *Site Development, Student Projects
The purpose of this publication is two-fold: to show how the natural features on campuses can be used effectively in environmental education and to plead for preservation of as much of the natural landscape as possible on new school sites. Since opportunities for teaching about nature are easily found on the grounds around a school, this booklet outlines briefly some of the ways teachers can make the most of this opportunity, and gives sources for additional material and assistance. Campus and program development discusses the outdoor site, classroom preparations, and project ideas built around the history of conservation, plant life, animal life, nonliving elements of the environment, light, water, weather, temperature, soil, minerals, and fire. Trails, signs, amphitheaters, ponds, weather stations, and models that can be built or developed at the outdoor learning facility are enumerated under teaching aids. The final section suggests additional projects which can be undertaken with little preparation necessary--leaf identification, snow study, animal food habits, habitats, fireplace construction, cooking, compass skills, insects, clouds, measurement, growing plants, seeds, birds, trees, soil study, moisture and rain gauges, pond life, food manufacturing, decomposition, climbing plants, and woodlands. A bibliography is appended. (BL)

ED 081 609 SE 016 626
Teacher's Guide, Ecology, Grade 4.
Yadkin Valley Economic Development District, Inc., Walnut Cove, N.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date [72]
Note—132p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Curriculum Development, *Ecology, *Elementary School Science, Environmental Education, Grade 4, Instructional Materials, *Investigations, Learning Activities, Natural Resources, *Student Projects, *Teaching Guides, Unit Plan
This teacher's guide has been constructed to assist in developing and implementing a life science course with an environment/ecological unit for Grade 4. Designed primarily for use with other science units, it offers numerous multidisciplinary activities which emphasize involvement in problem-solving through open-ended investigation rather than problem-doing only. Activity ideas range from a nature creep, plaster casting animal tracks, and making an ecological diorama to the study of community/govern-

ment/industry relations, natural selection, and awareness; from language arts, activities, ecology and natural resources projects, and pollution control to consideration of wildlife, population growth, and conservation. Resource material compiled in the final section gives an annotated film list, a bibliography of books, and sources for free and inexpensive materials oriented to the fourth grade level. Related documents are SE 016 627 and SE 016 628. (BL)

ED 081 610 SE 016 627

Teacher's Guide, Ecology, Grade 7.

Yadkin Valley Economic Development District, Inc., Walnut Cove, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date [72]

Note—149p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Curriculum Development, *Ecology, Environmental Education, Grade 7, Instructional Materials, *Investigations, Learning Activities, Natural Resources, *Secondary School Science, *Student Projects, *Teaching Guides, Unit Plan

This teacher's guide has been constructed to assist in developing and implementing a life science course with an environment/ecological unit for Grade 7. Designed primarily for use with other science units, it offers numerous multidisciplinary activities which emphasize involvement in problem-solving through open-ended investigation rather than problem-doing only. Activity ideas range from making a tin can barometer, conducting a plot study, and collecting insects and flowers from grassy fields to the study of food chains, natural areas, and golden rod galls; from tree measurement, soil study, and ecology and natural resources projects to an examination of eutrophication, community relationships, and pollution. Resource material compiled in the final section gives an annotated film list, a bibliography of books, and sources for free and inexpensive materials oriented to the seventh grade level. Related documents are SE 016 626 and SE 016 628. (BL)

ED 081 611 SE 016 628

Teacher's Guide, Ecology, Grade 10.

Yadkin Valley Economic Development District, Inc., Walnut Cove, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date [72]

Note—124p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Curriculum Development, *Ecology, Environmental Education, Grade 10, Instructional Materials, *Investigations, Learning Activities, Natural Resources, *Secondary School Science, *Student Projects, *Teaching Guides, Unit Plan

This teacher's guide has been constructed to assist in developing and implementing a life science course with an environment/ecological unit for Grade 10. Designed primarily for use with other science units, it offers numerous multidisciplinary activities which emphasize involvement in problem-solving through open-ended investigation rather than problem-doing only. Activity ideas range from field investigations of temperature and humidity, flying insects, trees, seed dispersal, and animal habitat to discussions of ecological succession at the community level; from a semester ecology project about ponds, data collection from soil studies, and ecology and natural resources projects to analysis of the population explosion, bird and plant relationships, and conservation practices. Resource material compiled in the final section gives an annotated film list and sources for free and inexpensive materials oriented to the tenth grade level. Related documents are SE 016 626 and SE 016 627. (BL)

ED 081 612 SE 016 629

Environmental Education Exercises, Elementary 1-3.

Bourbon County Schools, Paris, Ky.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Nov 72

Note—72p.; Revised Edition

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum Guides, Ecology, Elementary Grades, *Environmental Education, Instructional Materials, Interdisciplinary Approach, *Learning Activities, *Lesson Plans, Natural Resources, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Selected and prepared by classroom teachers, these environmental education exercises were developed to be incorporated into specific subject matter areas, not to provide an additional course or unit. Activities in this teacher's guide for elementary grades 1-3 are directed toward art, science, special education, and those which may cover all subject matter areas. Each of the 34 exercises enumerates in outline form the title of the lesson, behavioral objectives, materials needed, major activities, follow-up activities, evaluation questions or objectives, and reference materials. Charts or diagrams are included where necessary to supplement the explanations. This work was prepared under an ESEA Title III contract. Related documents are SE 016 630 - SE 016 632. (BL)

ED 081 613 SE 016 630

Environmental Education Exercises, Elementary 4-6.

Bourbon County Schools, Paris, Ky.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Nov 72

Note—136p.; Revised Edition

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Curriculum Guides, Ecology, *Elementary Grades, *Environmental Education, Instructional Materials, Interdisciplinary Approach, *Learning Activities, *Lesson Plans, Natural Resources, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Selected and prepared by classroom teachers, these environmental education exercises were developed to be incorporated into specific subject matter areas, not to provide an additional course or unit. Activities in this teacher's guide for elementary grades 4-6 are directed toward art, language arts, science, social studies, and special education. Each of the 55 exercises enumerates in outline form the title of the lesson, behavioral objectives, materials needed, major activities, follow-up activities, evaluation questions or objectives, and reference materials. Charts or diagrams are included where necessary to supplement the explanations. This work was prepared under an ESEA Title III contract. Related documents are SE 016 629, SE 016 631, and SE 016 632. (BL)

ED 081 614 SE 016 631

Environmental Education Exercises, Junior High 7-8.

Bourbon County Schools, Paris, Ky.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Nov 72

Note—130p.; Revised Edition

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Curriculum Guides, Ecology, *Environmental Education, Instructional Materials, Interdisciplinary Approach, *Learning Activities, *Lesson Plans, Natural Resources, *Secondary Grades, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Selected and prepared by classroom teachers, these environmental education exercises were developed to be incorporated into specific subject matter areas, not to provide an additional course or unit. Activities in this teacher's guide for junior high grades 7-8 are directed toward art, language arts, science, social studies, and special education. Each of the 62 exercises enumerates in outline form the title of the lesson, behavioral objectives, materials needed, major activities, follow-up activities, evaluation questions or objectives, and reference materials. Charts or diagrams are included where necessary to supplement the explanations. This work was prepared under an ESEA Title III contract. Related documents are SE 016 629, SE 016 630, and SE 016 632. (BL)

ED 081 615 SE 016 632

Environmental Education Exercises, Senior High 9-12.

Bourbon County Schools, Paris, Ky.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Nov 72

Note—49p.; Revised Edition

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum Guides, Ecology, *Environmental Education, Instructional Materials, Interdisciplinary Approach, *Learning Activities, *Lesson Plans, Natural Resources, *Secondary Grades, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Selected and prepared by classroom teachers, these environmental education exercises were developed to be incorporated into specific subject matter areas, not to provide an additional course or unit. Activities in this teacher's guide for senior high grades 9-12 are directed toward biology, language arts, science, and social studies. Each of the 34 exercises enumerates in outline form the title of the lesson, behavioral objectives, materials needed, major activities, follow-up activities, evaluation questions or objectives, and reference materials. Charts or diagrams are included where necessary to supplement the explanations. This work was prepared under an ESEA Title III contract. Related documents are SE 016 629 - SE 016 631. (BL)

ED 081 616 SE 016 653

Pentz, M. J.

Open University Courses in Science and Technology Applicable to the Education of Teachers of Integrated Science.

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date [73]

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Programs, *College Science, Enrollment, *Integrated Activities, *Program Descriptions, Science Education, *Science Programs

Identifiers—Britain, Integrated Science, *Open University

The Open University, founded in 1969, has already become the largest university in Britain in terms of the number of undergraduate students, with an enrollment of 41,000 in 1973. This paper is concerned with three areas of discussion: (1) the number of teachers studying Open University courses; (2) the courses available or planned in science and technology; and (3) the integrative features of Open University science and technology courses. The survival rate of teachers appears to be marginally higher than that of other occupational groups, with teachers comprising 42 percent of the continuing students in 1972. A chart outlines the courses available in science and technology together with the credit awarded for each course. Many of these courses are multidisciplinary in content, integrative in approach, and relate the subject to the social context. The author concludes that science and technology courses of the type being taught in the Open University could make a significant contribution to the education of teachers of integrated science. (JR)

ED 081 617 SE 016 654

Welser, J. R., Ed.

Learning Experiences, Proceedings of the Symposium on Veterinary Medical Education (5th, June 18-21, 1972).

American Veterinary Medical Association, Chicago, Ill.; Association of American Veterinary Medical Colleges, Ithaca, N.Y.; Georgia Univ., Athens. Georgia Center for Continuing Education.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Report No—NIH-72-4222

Pub Date Jun 72

Note—150p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Conference Reports, *Education, Evaluation, Higher Education, Multimedia Instruction, Science Education, *Symposia, *Teaching Methods, *Veterinary Medicine

Identifiers—Minicourses

The primary purpose of the Symposium was to assist the veterinary medical educator in becoming a more effective and efficient teacher. The main focus was placed on the educational process and on newer ideas in education, with the expectation that application could be made to the totality of veterinary medical education. The

Fifth Symposium was planned as a minicourse in design, presentation, and evaluation of learning experiences. The topics of minicourses, multimedia instruction, and mastery learning were emphasized. The meeting attempted to combine the features of a symposium (dining and free exchange), a conference (presentations by outstanding authorities in the field of education, media, and evaluation), and a workshop (individual participation and contribution). The major presentations are published in this volume, and appendices provide a statement of the participant objectives, a list of the program contributors, and the results of a post-symposium questionnaire. (JR)

ED 081 618 SE 016 656

The American Environment: A Home Study Course.

Soil Conservation Service (DOA), Washington, D.C.

Pub Date Apr 71

Note—183p.; Revised January, 1973

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Adult Education, *Course Content, Curriculum Guides, Environment, *Environmental Education, *Independent Study, Instructional Materials, Natural Resources, *Professional Continuing Education, *Units of Study (Subject Fields)

Prepared for employees of the Soil Conservation Service, U. S. Department of Agriculture, to assist them in increasing their knowledge and understanding of the environment, this syllabus may also serve as a resource and reference guide for environmental studies or for purposes of curriculum development. The 16 unit course consists of reading assignments, activity assignments, subject information summaries, support materials, and response sheets. Topics are: The "Original" American Situation; Changes in America Since AD 1500; Basic Biological Concepts; Basic Ecological Concepts; The Atmosphere; Soils; Freshwater and Its Pollution; Oceans and Estuaries; Natural Areas and Their Use; Wildlife; Population of Human Beings; Solid Waste Problems; Persistent Chemicals in the Environment; Radioactive Fallout; Living Space and Recreation; and The Law and the Environment. (BL)

ED 081 619 SE 016 700

M.E.T.R.O.-Apex Gaming Simulation, Volume 28 (OS/360 Version).

Michigan Univ., Ann Arbor. Environmental Simulation Lab.; University of Southern California, Los Angeles. COMEX Research Project.

Pub Date [73]

Note—130p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Air Pollution Control, City Problems, *Computer Programs, *Environmental Education, Instructional Materials, Management Games, *Manuals, Models, Pollution, *Simulation, Urban Environment

Identifiers—METRO APEX

Operator's instructions and technical support materials needed for processing the M.E.T.R.O.-APEX (Air Pollution Exercise) game decisions on an IBM 360 computer are compiled in this volume. M.E.T.R.O.-APEX is a computerized college and professional level "real world" simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. This manual takes the game operator from the worksheets filled out by players of the game through the complete card deck which must be submitted for computer input. In addition, it discusses the various program options and utility support features of the M.E.T.R.O.-APEX system. The computer program is in Fortran IV. A related document is ED 064 531 which presents the same computer operator's manual for use on an IBM 1130-2B computer. (BL)

ED 081 620 SE 016 753

Appel, Ida J.

The Relationship Between the Sequence of Graph Interpretation Skills and the Sequence of Mathematics Skills for Kindergarten Through Ninth Grade.

Pub Date 73

Note—690p.; Ph.D. Dissertation, Fordham University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-16,044 MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Curriculum, Doctoral Theses, *Elementary School Mathematics, *Graphs, Instruction, Learning, Mathematics Education, *Research, Skill Development, Teaching Techniques

Identifiers—Research Reports

The purpose of the study was to determine in what sequence skills in graph interpretation should be presented in grades K-9. A sequential list of mathematics skills for grades K-9 was constructed, graph skills were identified and arranged in a sequential and spiral manner, then graph skills were matched with appropriate mathematics skills and concepts. A developmental program in graph reading and interpretation was devised to demonstrate the resulting sequence. The matched skills seemingly validated the hypothesis that graph skills may be taught in close coordination with mathematics skills so that in all grades the interpretation of graphs may be paced with children's grasp of related mathematics skills. (Author/DT)

ED 081 621 SE 016 754

Tupesis, Janis Arvaldis

Mathematics Learning as a Consequence of the Learner's Involvement in Interactive Problem-Solving Tasks.

Pub Date 72

Note—182p.; Ph.D. Dissertation, The University of Wisconsin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-9295, MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Achievement, Attitudes, Doctoral Theses, *Geometry, *Homework, *Instruction, Mathematics Education, *Research, *Secondary School Mathematics, Slow Learners

Identifiers—Research Reports

The purpose of the study was to demonstrate that by altering or modifying homework assignments for slow-track high school geometry students, various intellective and emotive variables could be improved without any significant decrease in achievement. Two intact Geometry B classes were randomly assigned to a no-homework treatment where all problems were interactively completed in class and to a homework treatment which followed the traditional homework sequence. Both treatments were given identical problems and the same content was covered. MANOVA was used to test most of the hypotheses posited. Results showed no significant differences between homework and no-homework treatments in attitude, reading, 3- and 10-day retention, answer-seeking questions, and achievement as measured by cumulative quiz scores. The no-homework group performed better on 9-week retention, answer-giving responses, and total number of selected problems completed; the mean number of problems completed per week and posttest achievement scores favored the homework group. (Author/DT)

ED 081 622 SE 016 755

Diamond, Hannah

An Investigation of the Efficacy of Piaget Curricular Elements Integrated into a Traditional Head Start Program.

Pub Date 73

Note—118p.; Ph.D. Dissertation, The University of Wisconsin - Milwaukee

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-15,733 MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, Curriculum, Doctoral Theses, *Early Childhood Education, *Elementary School Mathematics, Instruction, *Learning Theories, Mathematics Education, Preschool Education, Preschool Learning, *Research

Identifiers—Research Reports

The effects of Piagetian curricular elements added to a traditional Head Start program were investigated to determine if such elements helped to develop classification, seriation, and conservation. Two Head Start classes of 23 and of 19 children were used in the study. Student skills were assessed through a pretest and posttest using classical Piagetian procedures. Nine separate activities addressing the seriation, classification, and conservation concepts were used in the experimental class during the school year. Results showed that seriation skills, classification skills, and conservation of discontinuous quantity were developed in more Head Start children in the experimental class than in the traditional class; conservation of continuous quantity did not develop in more students in the experimental group. (Author/DT)

ED 081 623 SE 016 756

Ball, Linda Virginia

Student Contracting for Achievement Grades in Ninth Grade General Mathematics.

Pub Date 73

Note—146p.; Ph.D. Dissertation, The University of Connecticut

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-16,709 MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Achievement, *Attitudes, Doctoral Theses, Grade 9, Grades (Scholastic), *Grading, Instruction, Mathematics Education, Performance Contracts, *Research, *Secondary School Mathematics, Student Attitudes, Teaching Methods

Identifiers—Research Reports

The effect of ninth-grade general mathematics students signing contracts for achievement grades on their mathematics achievement and on their attitudes toward mathematics was investigated. Four classes were used in the study; each of two teachers taught one experimental and one control class. The Test of Mathematical Skills and Concepts and The Mathematics Attitude Inventory were used as pre- and posttests. Results showed no statistically significant difference between the mean achievement scores of the experimental and control groups, and no significant difference between mean attitude scores. (Author/DT)

ED 081 624 SE 016 757

Walek, Bruce Peter

A Study of the Relationship Between Conceptual Tempo and Problem-Solving Abilities of Fourth-Grade Children.

Pub Date 72

Note—83p.; Ph.D. Dissertation, The University of Florida

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-15,550 Microfilm-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Cognitive Processes, *Conceptual Tempo, Doctoral Theses, *Elementary School Mathematics, Grade 4, Learning, *Learning Characteristics, Mathematics Education, *Problem Solving, *Research

Identifiers—Cognitive Styles, Research Reports

The purpose of the study was to determine the relationship between a fourth-grade child's impulsive-reflective response style and two aspects of his problem-solving ability--the ability to select the proper arithmetic operation in a verbal arithmetic problem and the ability to estimate. The entire fourth-grade enrollment of three schools took the arithmetic subtest of the Stanford Achievement Test, and, from these students, 63 high achievers and 63 low achievers were selected at random. The Matching Familiar Figures Test was administered to each of these students to identify impulsive-reflective cognitive styles. A performance test on the two aspects of mathematical problem-solving ability was developed by the author and given to the students. Results showed that reflective students, both without regard to achievement status and also within the two achievement categories, did significantly better than the impulsive subjects on selecting the appropriate arithmetic operation and on the entire test. The impulsive subjects had a slightly smaller mean error score on the estimation tasks, but not significantly. The performance of high achievers, both without regard to response style and within the impulsive category, was significantly better than that of low achievers on both sections of the test separately and on the entire test. Reflective high achievers did significantly better than reflective low achievers on selecting the proper operation and on the entire test. (Author/DT)

ED 081 625 SE 016 758

Ryoti, Don Eino

Student Responses to Equivalent Inference Schemes in Class and Conditional Logic.

Pub Date 72

Note—98p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-17,395 Microfilm-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Elementary School Mathematics, *Logic, Mathematical Logic, Mathematics Education, *Research, *Secondary School Mathematics

Identifiers—Research Reports

The study compared the responses of fourth- and ninth-grade children between equivalent inference patterns in class logic and conditional logic. A testing instrument of 72 class-logic items and 72 conditional-logic items was constructed for the study. Eighty-one fourth-grade students and 67 ninth-grade students participated. Results showed that for the fourth-grade students, differences between mean scores on the class logic and on the conditional logic were not statistically significant. For the ninth-grade students, differences between mean scores on the class-logic inference schemes with premises "no A are B" and the conditional-logic inference schemes with premises "if p(x), then not q(x)" were statistically significant. Differences between inference schemes with a premise "all A are B" and with "no A are B," differences between inference schemes with a premise "if p(x), then q(x)" and with "if p(x), then not q(x)," and differences between mean scores for items testing reasoning from the converse and testing logical equivalency of a statement and its converse were all statistically significant for both fourth- and ninth-grade students. (Author/DT)

ED 081 626 SE 016 759

Albig, David L.

A Study of the Effects of Verbalization on Concept Formation in Mathematics.

Pub Date 73

Note—200p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-18,303 Microfilm-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Cognitive Development, *Discovery Learning, Doctoral Theses, Elementary School Mathematics, Learning, *Learning Theories, *Mathematics Education, *Research, Teacher Education

Identifiers—Research Reports

The purpose of the study was to investigate the hypothesis that requiring a student to verbalize a newly discovered mathematical concept interferes with his ability to use that concept. Five semi-programmed lessons (dealing with function machines, exponents, marker games, geometry, and One Pile Nim) were prepared and taught to a random selection of 118 preservice elementary education majors. Results showed that the required verbalization group performed significantly better than the nonverbal group on the performance tests for the function machine lesson; the author concluded that this indicated that verbalization did not reduce the subject's ability to use a newly discovered concept. For the function machine lesson, the required verbalization group completed significantly fewer target tasks than the nonverbal group; the author concluded that required verbalization interferes with one's subsequent discovery power. The same relationships existed among means in the geometry lesson, although they were not significant. (Author/DT)

ED 081 627 SE 016 760

Richer, Howard Marshall

Peer Teaching as a Facilitator of Learning: Using Conservation of Substance as a Measure.

Pub Date 73

Note—86p.; Ph.D. Dissertation, University of California, Los Angeles

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-18,646 Microfilm-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Cognitive Development, *Conservation (Concept), Doctoral Theses, *Elementary School Mathematics, *Learning, Learning Theories, Mathematics Education, *Peer Teaching, *Research, Tutoring

Identifiers—Research Reports

The use of equivalent-age children as tutors was investigated, and the cognitive changes of these tutors was examined. All first and second grade boys at two elementary schools were administered a pretest, and all those in a transitional stage of development between non-conservation and conservation of substance were selected for inclusion in the study. One-third of these transitional students were assigned to a control group; the remaining two-thirds were exposed to two ten-minute training sessions where subjects were paired off according to similar scoring on the pretest and one of the pair was randomly appointed to the role of teacher. A week later a posttest, highly correlated to the pretest, was administered. Results showed that the equivalent-age tutor group showed a greater number of conservers on the posttest than the student group, and that the tutor group showed greater gains than the control group both by the number reaching full conservation as well as intra-test improvement. The student group did not show significant improvement as compared to the controls. (Author/DT)

ED 081 628 SE 016 761

McLaughlin, Jane Ann

The Relationship of Open-Ended vs. Closed-Ended Mathematics Laboratory Activities to the Divergent Thinking Ability of Pre-Service Elementary Teachers.

Pub Date 73

Note—198p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-19,351 Microfilm-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—*Activity Learning, *Divergent Thinking, Doctoral Theses, *Instruction, Laboratories, *Mathematics Education, Preservice Education, *Research, Teaching Methods, Thought Processes

Identifiers—Research Reports

The relationship of training in and performance on open-ended vs. closed-ended math lab activities to the divergent thinking ability of 82 preservice elementary teachers was investigated. On the basis of scores on the Torrance Test of Creative Thinking, the subjects were divided into three groups of divergent thinking ability. One-half of each group was then assigned randomly to one of two treatment groups. One treatment group participated in open-ended math lab activities during the semester; the other group engaged in closed-ended math lab activities. An attitude inventory, a performance test, and a preference inventory were administered at the end of the course. Results indicated that divergent thinking ability and performance on both open-ended and closed-ended activities were independent. No association was observed between divergent thinking ability and attitude toward mathematics. Divergent thinking ability and preference for open-ended or closed-ended activities had no relationship to each other. (Author/DT)

ED 081 629 SE 016 762

Todd, Howell Wayne

Moves and Strategies in a Skill Venture in Secondary School Mathematics.

Pub Date 72

Note—93p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-17,449 Microfilm-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—*Classroom Observation Techniques, Doctoral Theses, *Instruction, Mathematics Education, *Research, *Secondary School Mathematics, Teacher Behavior, Teacher Characteristics, *Teaching Styles

Identifiers—Research Reports

The purpose of the study was to devise a taxonomy of moves and strategies found in the teaching of a skill venture at the secondary school level. Fifty-seven hours of classroom instruction were audiotaped from a sample consisting of teachers of various preparation, age, and experience levels from schools of various sizes, location, and socio-economic levels. Analysis of transcriptions of the audiotapes showed that teacher behavior in a skill venture could be partitioned into 13 moves: introductory, motivation, analogy, monitory, assertion, application, giving answers to exercise (GATE), specification of error, evaluation, correction, clarification, practice, and demonstration moves. Demonstration and practice moves were further partitioned into submoves and then examined for strategies. Results of examining the strategies within demonstration and practice moves showed one major strategy apparent in each: an introductory-GATE strategy within practice moves and an introductory-application strategy within demonstration moves. Results of overall strategy analysis showed a demonstration-practice sequence to be the most popular strategy. (Author/DT)

ED 081 630 SE 016 763

Braxton, Loretta Murray

The Effects of Instruction in Sentential Logic on the Growth of the Logical Thinking Abilities of Junior High School Students.

Pub Date 73

Note—137p.; Ed. D. Dissertation, University of Virginia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-18,994 Microfilm-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Instruction, *Logic, Mathematical Logic, Mathematics Education, *Research, *Secondary School Mathematics

Identifiers—Research Reports

The purpose of the study was to determine if instruction in aspects of sentential logic significantly influenced the growth of logical thinking abilities of junior-high-school students. One hundred fifty-seven students enrolled in seventh-, eighth-, and ninth-grade general mathematics classes participated. The Cornell Conditional Reasoning Test was used as pretest and posttest. Results showed a significant difference between mean scores of experimental and control groups on the posttest when pretest scores, age, sex, grade level, intelligence, and socioeconomic level were controlled. Mean scores of the experimental group were significantly higher than those of control groups on the hypothetical syllogism and contrapositive subtests. Age did not appear to be a significant factor for predicting total posttest or subtest scores. The upper intelligence group achieved significantly higher scores on total posttest as well as on the modus ponens, modus tollens, hypothetical syllogism, and contrapositive subtests. The order of difficulty (from least to most difficult) of logical patterns as determined by the scores of the experimental students were: hypothetical syllogism, contrapositive, modus ponens, modus tollens, denying the antecedent and affirming the consequent. (Author/DT)

ED 081 631 SE 016 764

Carney, Harold Francis

The Relative Effectiveness of Two Methods of Teaching the Addition and Subtraction of Rational Numbers.

Pub Date 73

Note—146p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-19,411 Microfilm-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—*Algorithms, Doctoral Theses, *Elementary School Mathematics, Fractions, *Instruction, Mathematics Education, Rational Numbers, *Research

Identifiers—*Number Operations, Research Reports

The purpose of the study was to compare the results obtained from a group of fourth-grade students taught to add and subtract rational numbers through the use of field postulates and other properties of whole numbers with fourth-grade students taught by a standard method using objects and the number line. Eight classes of 30 students each participated; the classes were assigned treatments at random and provided four replications for the study. The experimental groups studied 30 investigator-prepared lessons, while the control

group used a legally adopted text. All students were given standardized tests of IQ and of arithmetic skills. Two forms of a criterion test in performance on the addition and subtraction of fractions were developed, validated, and administered. Results showed the experimental course to be more effective than the standard method, that subjects with higher IQs tended to make greater gains than those with lower IQs within each treatment group, and that within each treatment group there were significant differences among mean gain performance of achievement subgroups. (Author/DT)

ED 081 632 SE 016 765

Taloumis, Thalia

The Relationship of Area Conservation to Area Measurement as Affected by Sequence of Presentation of Piagetian Area Tasks to Boys and Girls in Grades One Through Three.

Pub Date 73

Note—220p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-19,450 Microfilm-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, *Conservation (Concept), Doctoral Theses, *Elementary School Mathematics, Instruction, *Learning Theories, Mathematics Education, *Research

Identifiers—Research Reports

The relationship between scores on three area conservation tasks and scores on two area measurement tasks, as affected by two sequences of presentation of Piagetian tasks to children in grades one through three, was investigated. The five area tasks were administered individually to 168 children ranging in age from six years five months to nine years four months. Twenty-one classrooms were selected so that no one set of teacher-characteristics predominated. An equal number of boys and girls received each of the two sequences of presentation. The main results found were: (1) Children at a higher grade level scored higher on area conservation tasks and area measurement tasks than children at a lower grade level; (2) Boys did not score higher on the set of five tasks than did girls; (3) Area conservation scores were higher if the MC sequence (area measurement tasks and then area conservation tasks) was given than if the CM sequence (area conservation tasks and then area measurement tasks) was given; (4) Area measurement scores were higher if the CM sequence was given; (5) Scores on the area conservation tasks were positively related to scores on area measurement tasks; (6) The greatest increase in area conservation scores did not occur at an earlier grade level than the grade level at which the greatest increase in area measurement scores occurred; and (7) The two groups of 84 children were not statistically significantly different from each other for area conservation or for area measurement. (Author/DT)

ED 081 633 SE 016 770

Science Education Newsletter No. 22.

British Council, London (England). Science Dept.

Pub Date Aug 73

Note—40p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abstracts, Annotated Bibliographies, Conferences, Curriculum Development, Health Education, *Literature Reviews, *Mathematics Education, *Newsletters, Resource Materials, *Science Education

Identifiers—British Council

This newsletter contains a number of reports on recent activities in Britain in the areas of science and mathematics education. Other educational activities reported from Britain deal with the Schools Council projects in geography and health education. A detailed annotated bibliography of recent publications relating to science education is included, and a separate section presents abstracts of articles published in a variety of science education journals. Overseas activities are reported from Cameroon, Italy, Kenya, Latin America, and the United States, and Anglo-Dutch cooperation in science education is discussed. In the section entitled "International Activities," the outcomes of several international conferences dealing with science, integrated science, mathematics, and teacher education are outlined. The aims of the Guinness Awards for Science and Mathematics Teachers Overseas are provided together with entry conditions and suggested topics. (JR)

ED 081 634 SE 016 773

Scottish Schools Science Equipment Research Centre, Bulletin No. 64, July, 1973.

Scottish Schools Science Equipment Research Centre, Edinburgh.

Pub Date Jul 73

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Biology, *Bulletins, Chemistry, Equipment, *Laboratory Equipment, Physics, *Resource Materials, *Science Equipment, *Secondary School Science

Identifiers—Scotland

This bulletin of the Scottish Schools Science Equipment Research Centre provides information to teachers on a variety of topics relating to the use of equipment in science instruction. The introductory remarks deal with an assessment of electronic calculators suitable for use in schools. The section entitled "Physics Notes" lists surplus physics equipment available to schools at the Research Centre and discusses the disposal of radioactive materials, an inductive reactance demonstration, and the use of filter pumps. In the section dealing with biology, the use of Clinistix and Albustix in testing food is outlined. "Chemistry Notes" provide suggestions to teachers on explosive gas mistures, the storage of sulfur dioxide cylinders, and the construction of a pipette filler based on a disposable syringe. A list is also provided of the equipment that has been tested by the Consortium of Local Education Authorities for the Provision of Science Equipment (CLEAPSE). Reports of these tests are available for examination by science teachers. (JR)

ED 081 635 SE 016 774

Scottish Schools Science Equipment Research Centre, Bulletin No. 65, August, 1973.

Scottish Schools Science Equipment Research Centre, Edinburgh.

Pub Date Aug 73

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Biology, *Bulletins, Chemistry, Equipment, *Laboratory Equipment, Microscopes, *Resource Materials, *Science Equipment, *Secondary School Science

Identifiers—Scotland

This bulletin of the Scottish Schools Science Equipment Research Centre provides information to teachers on a variety of topics relating to the use of equipment in science instruction. The introductory remarks deal with some of the consequences of introducing package-deal science courses in underveloped countries and, in particular, discuss the introduction of Nuffield Combined Science in Iran. The section entitled "-Biology Notes" provides a detailed examination of the criteria to be considered in selecting suitable microscopes for student and teacher use at all levels of secondary education. In the section dealing with chemistry, teachers are cautioned about the hazards of storing the explosive mixture of copper and sulfur powder. Tips are provided on the construction of simple science apparatus in the workshop, and brief notes inform teachers of equipment available from supply houses. (JR)

ED 081 636 SE 016 779

Paulson, James A.

An Evaluation of Instructional Strategies in a Simple Learning Situation.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—NR-154-326; TR-209

Pub Date 30 Jul 73

Note—93p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Psychology, *Instruction, *Learning, Learning Theories, *Mathematical Models, *Research, Teaching Methods

Identifiers—Research Reports

Three different strategies of choosing items for presentation in a simple list learning situation are compared. The instructional task was to teach the correct response to a number of stimulus items, using a paired-associate teaching procedure. Only one item could be presented on a given trial and the total number of trials was limited. The optimization problem considered was to find the best strategy for deciding which item to present a subject on a given trial, based on his performance on previous trials. The optimization criterion was the number of items retained on a posttest. Three progressively more sophisticated models of the learning process, the linear model, the one-element model, and a forgetting model, suggested different candidates for the optimal procedure. This paper is devoted to the derivation of theoretical expressions for operating characteristics of interest for each of the three strategies. These expressions, based on the most adequate model (the forgetting model), then permit direct numerical comparisons of the predicted performance of the three strategies for specified values of the model parameter. If the material to be learned was relatively easy, then the theoretical differences between the strategies were relatively insignificant. If the material to be learned was difficult, then the theoretical differences between the strategies were quite significant. The differences depended on the parameter values of the forgetting model in a systematic way. (Author/DT)

ED 081 637 SE 016 784

Shumway, Richard J.

Human Concept Formation: Negative Instances. Final Report.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No—MH-20542

Pub Date Aug 72

Note—91p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Concept Formation, *Concept Teaching, Elementary School Mathematics, *Instruction, Learning, *Learning Theories, Logic, *Mathematics Education, Number Concepts, *Research

Identifiers—Research Reports

The role of negative instances in the acquisition of the mathematical concepts of distributivity and homomorphism was examined. Two treatment levels for distributivity (positive instances and positive and negative instances) and the same treatment levels for homomorphism were crossed to form a 2 x 2 factorial design with 23 subjects per cell. Criterion variables were number of correct classifications, stimulus intervals, and postfeedback intervals. All pretests, threatments, and posttests were administered using computer terminals. There was a significant effect for treatment levels of distributivity on the correct classifications of new instances of distributivity favoring the treatments containing negative instances (p .05). There was a significant interaction between treatment levels of distributivity and treatment levels of homomorphism on correct classification of new instances of homomorphism (p .05). The results supported the hypotheses that negative instances enhance mathematical concept acquisition and that effects of negative instances for one concept transfer to another concept. (Author/DT)

ED 081 638 SE 016 789

National Assessment of Educational Progress, Report 7, Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date May 73

Note—215p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Achievement, *Black Community, Ethnic Groups, *Evaluation, *National Competency Tests, *Science Education, Student Characteristics, Testing

Identifiers—*National Assessment of Educational Progress, Research Reports

Report 7 from the National Assessment of Educational Progress, a project of the Education Commission of the States, is based on the results of a 1969-70 survey designed to measure the

scientific knowledge of the nation's children and young adults. This report is a completely revised edition of a previously published preliminary volume (ED 067 220). The results cover the performance of Blacks, of respondents with differing levels of parental education, and from different types of communities. Blacks performed between 11.8 and 15.8 percent below the national average at the four age levels tested: 9, 13, 17 and young adults (26-35). When results were adjusted for disproportionate type of community, parental education, sex, and regional representation, the median results for Blacks were still below national results, but by amounts substantially less than those which do not take the balancing factors into account. The residual disadvantages were between -7.7 and -11.0 percent for the four age groups. Blacks performed best on those science exercises most dependent upon daily experience and common knowledge, and poorest on those which involve a detached research attitude toward the objects and phonomena of science. (Author/JR)

ED 081 639 SE 016 791

Comber, L. C. Keeves, John P.

Science Education in Nineteen Countries. International Studies in Evaluation I.

International Association for the Evaluation of Educational Achievement, Stockholm, (Sweden)

Pub Date 73

Note—403p.; Proj-8-0540

Available from—John Wiley & Sons, One Wiley Drive, Somerset, New Jersey 08873

Document Not Available from EDRS.

Descriptors—Academic Achievement, Comparative Education, *Educational Research, Evaluation, *International Education, International Programs, Science Curriculum, *Science Education, *Surveys

Identifiers—IEA, *International Evaluation Educational Achievement, Research Reports

This volume is the result of a study conducted by the International Association for the Evaluation of Educational Achievement (IEA) as part of the Six Subject Survey in Science, Literature, Reading Comprehension, English and French as Foreign Languages, and Civic Education. The project was begun in 1966 with the first phase of instrument development lasting unitl 1969, and the second phase comprising the field testing and analysis of data taking place from 1970 through 1973. This report gives an account of the conceptualization, execution, analysis and results of the international science study which was conducted in the following 19 countries: Australia, Belgium (Flemish-speaking), Belgium (French-speaking), Chile, England, FRG (Germany), Finland, France, Hungary, India, Iran, Italy, Japan, Netherlands, New Zealand, Scotland, Sweden, Thailand, and the United States. Apart from studying descriptively the teaching of science and the conditions under which it is conducted in various countries, the overriding thrust of the study attempts to relate factors in the social, economic, and pedagogical domains characteristic of a series of national systems to output factors measured by international tests, covering both cognitive and affective outcomes. These relationships were studied simultaneously at two or three age levels within each country. (JR)

ED 081 640 SE 016 792

Scandura, Joseph M. And Others

Higher Order Characterization of Heuristics for Compass and Straight Edge Constructions in Geometry. Report No. 70.

Pennsylvania Univ., Philadelphia. Mathematics Education Research Group.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—GW-6796

Pub Date Dec 72

Note—85p.; Structural Learning Series

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cognitive Processes, Educational Theories, Geometry, *Learning Theories, *Mathematics Education, Models, *Problem Solving, *Structural Analysis, Task Analysis, Thought Processes

Identifiers—Geometric Constructions

A quasi-systematic strategy of devising rule sets for problem solving is applied to ruler and compass geometrical constructions. "Lower order" rules consisting of basic skills and "higher order" rules which govern the selection and combination of lower order rules are identified by an analysis of problem types; three types of construction problems are used to generate three specific rule sets. A second level of "higher order" rules, determining how various aspects of the individual rule sets can be combined, results in generalized rule set which describes solutions to a wide-range of instruction problems. This model seems intuitively to reflect the kinds of relevant knowledge that might be applied by successful problem-solvers. The results are suggestive of how the construction of at least certain artificial intelligence systems might be systematized. The results also identify the knowledge underlying reasonably complex kinds of problem solving which could be used as a basis for explicit instruction. (JP)

ED 081 641 SE 016 794

Environmental Education Curriculum Guide, Grades 1-12, Experimental Draft.

Somerset Board of Education, Ky.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 73

Note—327p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Curriculum Guides, Ecology, *Elementary Grades, *Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, Natural Resources, *Secondary Grades, Teaching Guides, *Unit Plan

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The environmental education activities presented in this curriculum guide are experimental in nature and, therefore, it is suggested they be developed in the following sequence: exploration, discussion, and application. Also, the three types of activities should incorporate experiences which are direct, simulated, audio-visual, visual, audio, and abstract. Based on these directives, activities are written for two levels. Section One for grades 9-12 covers environmental activities in the areas of art, home economics, language arts and reading, math, science, and social studies. Each unit denotes its title, grade level, content area, concepts, performance objectives, activities, discussion topics and questions, resources (or materials needed), and evaluation procedures, followed by a list of resource or reference materials and a rating scale or checklist. Section Two for grades K-8 and Section Three for grades 5-8 utilize a similar format. In addition to the six previous subject areas, a few units also incorate activities related to music, health, and physical education. Approximately 30 units are suggested in each section. This work was prepared under an ESEA Title III contract. (BL)

ED 081 642 SE 016 795

Strachan, Florence

Algebra 1r, Mathematics (Experimental): 5215.13.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—22p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Algebra, Behavioral Objectives, *Curriculum, Instruction, Mathematics Education, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests

Identifiers—*Quinmester Program

This third of six guidebooks on minimum course content for first-year algebra includes work with laws of exponents; multiplication, division, and factoring of polynomials; and fundamental operations with rational algebraic expressions. Course goals are stated, performance objectives listed, a course outline provided, testbook references specified which are keyed to the course outline, and teaching strategies suggested. Pretest and posttest items are included, plus a list of three references. For other booklets in this series, see ED 067 296, ED 067 283, ED 067 284, SE 016 504, and SE 016 505. (DT)

ED 081 643 SE 016 814

Springer, George

Report of the Conference on the K-12 Mathematics Curriculum, Snowmass, Colorado, June 21-June 24, 1973.

Indiana Univ., Bloomington. Mathematics Education Development Center.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 73

Note—68p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Computers, *Conference Reports, Cooperative Education, *Curriculum, Educational Planning, Evaluation Methods, Mathematical Applications, *Mathematics Education, Problem Solving, Statistics, *Teacher Education

Identifiers—National Science Foundation

Fifty-five participants, representing a wide variety of professional backgrounds and views, met to generate ideas for means of improving the teaching of mathematics in the schools. Topics upon which reports were given include: (1) Goals for Mathematics Curriculums; (2) Teacher Education; (3) Problem Solving; (4) Applications; (5) Statistics; (6) Computers; and (7) Evaluation and Testing. Given under these topics are detailed suggestions for implementing proposals encompassing improved cooperation between the mathematics education community in the university and that in the schools, the examination of societal needs and the delineation of the goals of mathematics education to provide a basis for curriculum development, support for promising innovative pre- and in-service teacher training, implementation of basic research findings into the curricula for teacher education and for school students, preparation of topics with significant application of mathematics suitable for K-12 for use by teachers and authors, instruction in statistics at all grade levels, computer literacy as one of the objectives of mathematics education, and new directions and techniques to assess programs and student performance. (JP)

SO

ED 081 644 SO 005 413

Fleming, W. G.

Educational Contributions of Associations. Ontario's Educative Society Series, Volume Seven.

Pub Date 72

Note—463p.

Available from—University of Toronto Press, 33 East Tupper Street, Buffalo, New York 14203 ($14.00)

Document Not Available from EDRS.

Descriptors—*Agency Role, Books, Community Organizations, *Education, Educational Development, *Educational History, Educational Responsibility, Foundation Programs, Institutional Role, *Organizations (Groups), *Professional Associations, Religious Organizations, Social Agencies, Student Organizations, Teacher Associations, Welfare Agencies

Identifiers—Canada, Ontario

The last of a comprehensive, seven volume study of Ontario's educational system, this volume examines those associations which have had a primary or incidental interest on some aspect of education. The first fourteen chapters discuss professional associations of educators and other professional organizations, such as federations of elementary and secondary school teachers, associations for the promotion of special education, and organizations of school trustees. The remaining chapters cover associations peripherally linked to education, including youth groups, religious organizations, service clubs and associations, and associations concerned with health. Within each chapter, the specifics of origin, objectives, structure, membership, policy positions, and contributions of each association are detailed, giving an indication of the influence of these associations within a provincial educational system. (KSM)

ED 081 645 SO 005 485

Project on Asian Studies in Education (PASE).

Michigan Univ., Ann Arbor. Project on Asian Studies in Education.

Pub Date [72]

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Area Studies, Asian History, *Asian Studies, College High School Cooperation, *Curriculum Development, Foreign Culture, Inservice Teacher Education, Instructional Improvement, Instructional Materials, Library Material Selection, Program Descriptions, Resource Materials, Secondary Education, *Social Studies, *Teacher Education, Textbook Selection

Identifiers—Minicourses, PASE, *Project on Asian Studies in Education

The focus of the Project on Asian Studies in Education (PASE) is assistance to teachers in secondary schools and two and four year colleges in the Midwest to improve their instruction of Asian Studies through better teacher training and guidance in selecting educational materials. This is to be accomplished by: 1) providing a Resource Center with a coordinator and library of materials to aid teachers in planning their curricula; 2) in-service training for secondary school and college instructors through seminars, conferences, and a year's study for secondary teachers at Michigan's Asian area center; 3) providing greater learning opportunities at all levels for future teachers of Asian Studies. Special aspects of this project include a Mediamobile, a mobile unit with selected resources for dissemination, and Mini Courses, packages which use current pedagogical materials to develop units concerning Asia culture. (Author/KSM)

ED 081 646 SO 005 656

Note on the Recommendations Made in the Report of the International Commission on the Development of Education. [and] Observations by the Executive Board on the Report of the International Commission on the Development of Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). General Conference.

Report No—UNESCO-17-C-57-Add; UNESCO-17-C-90

Pub Date Oct 72

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Comparative Analysis, Conference Reports, Developing Nations, *Educational Development, *Educational Planning, *Educational Policy, Educational Strategies, Evaluation, *International Education, International Organizations, International Programs, World Problems

These two agenda items present: 1) observations by the UNESCO Executive Board on the Report of the International Commission of the Development of Education, and 2) a note by the Director-General comparing the Report's recommendations to the principles of UNESCO's existing program of education. The Executive Board observes six orientations deserving special emphasis, praises the approach to two concepts, and notes four areas which lack sufficient attention. Suggestions for further study of the Report are made to the General Conference. The note by the Director-General quotes twenty-one recommendations from Chapter 8 of the Report and briefly indicates the relationship of these recommendations to the relevant provisions of UNESCO documents 17 C/4 and 17 C/5. Five statements from Chapter 9 are also examined from the same point of view. An addendum gives the page numbers for the English, French, and Spanish texts of the compared documents. (Related documents are ED 070 736, the Report, and SO 005 840, comments by the Director-General.) (KSM)

ED 081 647 SO 005 803

Classification of Educational Systems in OECD Member Countries: Austria, Ireland, Italy.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 73

Note—84p.

Available from—Organisation for Economic Cooperation and Development Publications, 2 rue Andre-Pascal, 75775 Paris Cedex 16, France ($2.50); OECD Publications Center, Suite 1207, Pennsylvania Ave., N.W., Washington, D.C. 20006

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Classification, Comparative Analysis, *Comparative Education, Education, Elementary Grades, *Foreign Countries, Higher Education, Schools, Secondary Grades, Statistical Data

Identifiers—Austria, *Educational Systems, Ireland, Italy

The present volume is one of a series intended to provide a comparative view of the education systems of member countries of the Organisation for Economic Cooperation and Development (OECD). Published in response to a need for a conversion key so that national data could be readily converted on the basis of a standardized system, its purpose is to assist OECD member countries in the development of their educational statistics and to provide a basis for the collection of internationally comparable statistics. For background information on the method of classification, and for related documents, see ED 076 453. The volume deals with three member countries, Austria, Ireland, and Italy. Provided are definitions of terms used in the OECD classification, which is by type of education and not be institution providing education. A short bibliography following each country gives sources of information regarding the educational institutions. (OPH)

ED 081 648 SO 005 837

Neverov, V.

New Program for Economic Education of Workers.

Joint Publications Research Service, Washington, D.C.

Pub Date 22 Nov 72

Note—73p.

Available from—Joint Publications Research Service, Arlington, Virginia (JPRS-57577, HC $3.00; MF $1.45)

Document Not Available from EDRS.

Descriptors—Committees, *Economic Education, *Economics, Educational Planning, Government Role, Industrial Education, *Industrial Training, Literature Reviews, Models, Program Descriptions, Teacher Education, Teaching Methods

Identifiers—USSR, Workers Education

Fourteen articles from a Russian-language weekly newspaper define the Soviet program for educating workers in economics courses. The program functions through the Communist Labor Schools. Development of model training programs is reported by the CPSI Central Committee Propaganda Department. The public methods councils are charged with carrying out teacher training and implementing new teaching methods. Representative titles include: "New Program for Economic Education Working Out Well"; "More Study of Progressive Production Experiences Needed"; "Belorussian Economic Education Activities Shaping Up Well"; "Lithuania Prepares for the New Training Year." (KSM)

ED 081 649 SO 005 840

Report of the International Commission on the Development of Education, and Comments by the Director-General.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). General Conference.

Report No—UNESCO-17-C-57; UNESCO-90-EX-6

Pub Date 72

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Conference Reports, Developing Nations, *Educational Development, *Educational Philosophy, *Educational Planning, *Educational Policy, Educational Strategies, International Education, International Organizations, International Programs, *World Problems

The report, published by the Commission as directed by the Executive Board of UNESCO, was charged to take into consideration the formulation of UNESCO's future programs in education. This agenda item presents the comments of the Director-General, in which the origin of the Commission's work, general observations, main orientation of the report, recommendations of the Commission and methods to effect the report are noted. The main orientation emphasizes the connection of the educational crises with world problems, the use of historical analysis, and the relationship of education and society. Recommendations are in two groups: those which bear directly on the organization of education and address themselves to authorities responsible for education; and those which relate to international cooperation, including aid to developing countries and the role of international organizations like UNESCO. (The Report is available as ED 070 736; notes and observations on the Report as SO 005 656.) (KSM)

ED 081 650 SO 005 850

Helburn, Nicholas

Free/Open Schools.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 73

Note—32p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($1.15, order number 154)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Alternative Schools, Annotated Bibliographies, Comparative Analysis, *Educational Change, *Educational Development, *Educational Problems, Experimental Schools, *Open Education, Resource Guides, Traditional Schools

This paper describes the educational movement toward alternative schools and suggests further sources of information concerning this change in American education. Following an analytical comparison of open and traditional schools, the author discusses some of the most important perceived problems related to open schools. Problems noted are financing, staffing, difficult students and parents, noise levels in open areas, personal space, attendance and advising, and reentry into traditional schools. An annotated bibliography includes not only related printed material but also a list of organizations that the reader may find helpful in further explorations related to free and open schools. Information is provided to the user concerning the avialability of some of the documents from the ERIC microfiche collection. (SHM)

ED 081 651 SO 005 872

Helwig, Carl

Must We Employ Behavioristic Theory to Have Students Evaluate Us as Teachers?

Pub Date 27 Apr 73

Note—14p.; A paper presented at the Annual Meeting of the Virginia Social Sciences Association, Blacksburg, Virginia, April, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Science Research, *Behavioral Sciences, Educational Objectives, Educational Philosophy, Educational Research, *Educational Theories, Effective Teaching, *Evaluation Criteria, *Existentialism, Individualism, Personal Growth, Student Teacher Relationship, *Teacher Evaluation, Teacher Influence, Teacher Rating

Identifiers—Pragmatics

The recent resurgence of judging teacher effectiveness is part of a revival of behavioristic attempts to find universal criteria empirically as the identification of the "good teacher" or "good teaching." Defenders of behaviorist psychology argue that any "educational objectives" which cannot be quantified are not "real educational objectives." Lifelong concerns cannot be perceived as objectives but as continuous processes; thus the need for their quantification becomes a near-impossibility and unnecessary enterprise. In contrast to the current model of the American teacher as boss, lecturer, intrusive conditioner, and reinforcer, under existential education thought, the teacher would be the receptive, Taoist helper in the teacher-pupil relationship, trying to provide harmony to the conflict "the Self" encounters in his human existential predicament. As long as the three orientations of logical positivism, operationalism and pragmatism continue to influence educational thought, then education has no choice but to look toward the behavioral sciences. Now, according to existentialist thought, the behavioral sciences do have an opportunity to unify subjective with objective knowledge and thus assist education in developing more profound understanding of the relation of the individual to the group. (Author/KSM)

ED 081 652 SO 005 987

Wronski, Stanley P.

How to Locate Useful Government Publications. How to Do It Series, Number 11.

National Council for the Social Studies, Washington, D.C.

Pub Date 68

Note—8p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($0.25; Quantity Discounts)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Techniques, Elementary Education, *Government Publications, Guidelines, Secondary Education, *Social Studies, *Teaching Methods, Teaching Models, Teaching Techniques

The major emphasis of this pamphlet is on helping teachers obtain government publications to use in their social studies classrooms. These publications have much to offer to social studies teachers due to their inexpensiveness, reliability, and availability; their civic value which is high; and their provision of an opportunity for teachers to train their students in the use of primary source material. Sources of information are given for locating federal government publications including government bibliographical sources and professional periodical literature listings which refer to government publications. In addition, annotations are provided on federal government agencies, their inexpensive or free government publications and services that are particularly significant and useful for social studies teachers. Regional and local branches of federal agencies are listed. Information is also included on how to locate local and state government publications. References are made to publications of international organizations and to audio-visual materials available from the federal government. Related documents are SO 005 979 through SO 006 000. (SJM)

ED 081 653 SO 006 000

Dufty, David Scott, John Anthony

How to Use Folksongs. How to Do It Series, Number 25.

National Council for the Social Studies, Washington, D.C.

Pub Date 69

Note—8p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($0.25; Quantity Discounts)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Area Studies, Assembly Programs, Bibliographic Citations, Choruses, *Classroom Techniques, Clubs, Elementary Education, *Folk Culture, *Music, Secondary Education, Singing, *Social Studies, *Teaching Methods, Teaching Models, Teaching Techniques, World Geography

Identifiers—*Folksinging

The purpose of this bulletin, one of a series designed to aid the social studies teacher, is to indicate ways in which folksongs can be used in the classroom as a vivid reflection of the history and culture of the common people. An explanation is given of the value of the use of folksongs in the social studies classroom, followed by sections on general principles in using folksongs in the home, nursery school, kindergarten and elementary school, in unit teaching, in high school history courses, in world geography, and extra curricular activities such as folk music assemblies and clubs. A guide to further study suggests activities for classes, and lists of books, records, and periodicals that may prove helpful to both teacher and student. Although this series is aimed at helping the social studies teacher, English and music instructors will also find this of use in their classes. Related documents are: SO 005 979 through SO 006 000. (OPH)

ED 081 654 SO 006 002

Harkins, Arthur M. And Others

Future Trends Program: Course Outline. (Appendix II, Futurizing the Power Industry.)

Pub Date Dec 72

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education Programs, Communications, Curriculum Guides, Family (Sociological Unit), *Futures (of Society), Health, Learning Processes, Management, Medicine, Prediction, Program Descriptions, Social Behavior, *Social Change, Social Environment, Social Relations, *Sociocultural Patterns, *Sociology, *Technological Advancement, Trend Analysis

Consultants hired by a power company in the Central United States cooperated with employees to design a unique nine-month program called "Future Trends." The course, stressing the traits of man which enable him to adapt to the future, is outlined in this appendix. The course is divided into a preview and eight topic segments. A short description of the content of each segment is followed by a list of books, reprints, and tapes or guest lecturers. The topics covered include: the future of management, of learning, of the family, of health and medicine, of material wealth and social freedoms, of communications, of democratic participation, and of natural and artifical environments. This course outline is appended to a paper in the preconference volume of the American Anthropological Association Experimental Symposium, which accompanies the papers presented at the American Sociological Association Seminar on the Sociology of the Future, New Orleans, August, 1972. These two volumes are not currently available. (KSM)

ED 081 655 SO 006 003

Dede, Christopher Hoagland, Kenneth

Alternative Futures in Which Formal Education Plays a Major Role in Cultural Change.

Pub Date Nov 72

Note—23p.; Paper presented at the Annual Meeting of the American Anthropological Association, Toronto, November, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Change Agents, Cultural Factors, *Educational Development, Educational Objectives, *Educational Sociology, Educational Theories, *Futures (of Society), Models, Occupations, Relevance (Education), Social Attitudes, *Social Change, Social Influences, Social Values, Speeches, Technology, *Traditional Schools

Identifiers—Formal Education, *United States

This paper speculates on difficulties in making American formal education an active force for conscious cultural change rather than a passive force for unconscious cultural stasis. Two questions central to discussing any educational system which purports to be a conscious force for cultural change are posed: Can a society conscious of its own cultural beliefs exist? Can this societty deliberately change to a new cultural orientation? The assumption is made that these questions are answered positively and the author explores the difficulties that such a hypothetical society would have in using its formal educational system as a vehicle for cultural change. The impact of technology and of formal education on cultural change is developed. Alternative combinations of these conscious educational impacts are described. As ideal types, these serve to illustrate the major properties a future educational system serving as an active force for cultural change might exhibit. (Author/SHM)

ED 081 656 SO 006 006

Non-Formal Education for Rural Development: Strengthening Learning Opportunities for Children and Youth. Interim Report.

International Council for Educational Development, New York, N.Y.; United Nations Economic and Social Council, New York, N.Y.

Pub Date 8 Feb 73

Note—161p.

Available from—ICED Publications, P.O. Box 601, West Haven, Connecticut 06516 ($2.00)

Document Not Available from EDRS.

Descriptors—Bibliographic Citations, Case Studies, Childhood Needs, *Comparative Education, *Developing Nations, *Educational Development, Educational Objectives, Educational Opportunities, *Educational Programs, Educational Research, International Organizations, International Programs, Literature Reviews, Models, *Nonformal Education, Rural Environment, Rural Youth

This interim report, commissioned by UNICEF, emphasizes the value of nonformal educational programs to educationally deprived rural children and youth in developing countries. The first set of basic findings and recommendations arising from this extensive international research study is presented. Organized into five chapters, the text includes descriptions of the study and discussion of some fundamental concepts related to nonformal education on which the research analysis and conclusions are based. The primary tasks of nonformal education in rural societies are defined. A broader view of existing patterns in educational programs introduces a sample of selected case studies conducted in four areas of training: agriculture; artisan and craft vocational and prevocational preparation; leadership and service; and general and multipurpose education. An appraisal is made of the strengths and weaknesses in these existing programs, and identification is made of major issues confronting nonformal education. These issues focus on two major problems--how to spread educational opportunities to meet minimum essential learning needs of children in rural areas and how to improve the quality and effectiveness of existing and prospective educational activities. Some practical steps that developing countries can take to accelerate progress in the field of nonformal education and some ways in which international agencies might assist are suggested. This report, soon to be published in a slightly revised form, will be entitled "New Paths to Learning". (Author/SHM)

ED 081 657 SO 006 042

Miller, Thomas William Dhand, Harry

The Classroom Teacher as Curriculum Developer for Project Canada West.

Saskatchewan Teachers' Federation, Saskatoon.; Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date 73

Note—66p.

Available from—Ralph Sabey, Project Canada West, Box 1441, Westlock, Alberta, Canada ($1.50); and Saskatchewan Teachers Federation, Teaching Materials Center, 2317 Arlington Ave., Saskatoon, Saskatchewan S7J2H8 ($1.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Bibliographic Citations, *Curriculum Development, Curriculum Planning, *Curriculum Research, *Educational Principles, *Educational Programs, Educational Research, Evaluation, Program Development, Projects, Teacher Attitudes, Teacher Characteristics, Teacher Programs, *Teacher Role

Identifiers—*Project Canada West

A report on a project which places emphasis on classroom teachers as initiators and major developers of new Canadian studies curricula is presented in this monograph. A review of reported curriculum research focuses on these topics: teacher education institutions and curriculum development; teacher participation in national curriculum programs; teachers and decision-making in curriculum development; barriers to curriculum development by teachers; benefits of teacher participation in curriculum development; and levels of teacher participation in curriculum projects. A profile of participants in the Project Canada West curriculum study details personal and professional characteristics of the teacher-developers. Activities of the participants, following ten stated principles of curriculum development, are described. Data from an evaluation questionnaire completed by the teachers is presented and summarized in tabular form. Studies on the Project Canada West method of curriculum development show it to be an effective way to conduct curriculum development at the local and regional levels. (SHM)

ED 081 658 SO 006 046

Newmann, Fred M.

Learning to Exert Influence in Public Affairs Through Social Action. A Rationale.

Pub Date Apr 73

Note—33p.; Paper presented to Conference on Social Science and Social Education, Michigan State University, May, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activism, Bibliographic Citations, Citizen Participation, Community Action, *Curriculum Development, *Educational Objectives, Educational Programs, *Public Affairs Education, School Role, Secondary Grades, *Social Action, Social Sciences, Speeches, Student Role

Identifiers—*Social Science and Social Education Conference

A rationale is developed for a training program in social action. The educational objective, to increase students' ability to exert influence in public affairs, is defined and justified. Justification is based on theories of the nature of democracy, the nature of morality, and the nature of psychological growth. The proposed social action curriculum is discussed and the author projects both possible negative and positive consequences of such a program. (SHM)

ED 081 659 SO 006 050

Poster, John B.

Implications for the Social Studies of Increased State Educational Financing.

Pub Date 22 Nov 72

Note—26p.; Paper given at the National Council for the Social Studies Convention, November 22, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Citizenship, Civics, Community Control, Curriculum Problems, Democratic Values, *Educational Finance, *Educational Policy, Governance, Models, Political Attitudes, *Political Socialization, Power Structure, School Support, *Social Studies, Speeches, *State Aid, State School District Relationship, Teacher Role
Identifiers—*National Council for the Social Studies

The contraditions within the systems of school support and school policy-making make it difficult to find a manner of governance of the social studies program which is protected from extraneous influence and yet avoids creating a buffer between the schools and the democratic forces to which they are responsive. State and federal governments previously have been reluctant to assume control of the schools, leaving this power to educators in local school districts. Increasing state financing and concomitant growth of state authority at the expense of local school administrators are likely to prove significant in the particular curriculum area of political education. The type of political education favored by state authorities is that which produces the subject citizen, as opposed to the participant citizen, and maintains the status quo. The structure of school control needs to be based on models which remove political education from direct state control and which broaden participation in its governance. Models for the governance of political education include: the National Council for the Accreditation of Teacher Education, the British Broadcasting Corporation, and "parochiad" bills. (Author/KSM)

ED 081 660 SO 006 053
Rice, M. J.
Premises for Structuring Ethnic Curricula.
Georgia Univ., Athens. Anthropology Curriculum Project.
Pub Date [72]
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anthropology, *Cross Cultural Studies, Curriculum Development, *Educational Philosophy, Elementary Grades, *Ethnic Studies, Fundamental Concepts, *Intellectual Disciplines, Intermediate Grades, Models, Political Socialization, Projects, Social Sciences, Social Studies, Values
Identifiers—*Anthropology Curriculum Project

The primary purpose of the Georgia Anthropology Curriculum Project is to present the organizing concepts of anthropology in curricula suitable for use in elementary and intermediate grades. The philosophic premise of the Project is that a conceptually structured curricula is the most effective means of helping students to acquire a base of knowledge for categorization and organization of phenomena. Project value assumptions deal with the nature of the learner, the organization of the material, the methodology of instruction and the nature of the content. The role of ethnic studies as part of anthropology is pointed out, as is the preoccupation with ethnic studies in general in the United States. The major issue in ethnic studies is felt to be whether it should be used to politicize a particular group in the school population. A project model program should not focus on self identity, be preoccupied with ethnic groups in one country or culture, or have a retrospective emphasis. A suggested model which permits a reconciliation of core values of the national culture with respect for ethnic diversity is the cross-cultural curricula development approach. (Author/KSM)

ED 081 661 SO 006 056
Weber, Robert E.
Amortization Schedules in Human Growth and Developments Investments: The Case for Social Mutation.
Pub Date Oct 72
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Case Studies, Educational Development, Educational Economics, Educational Planning, *Educational Programs, *Human Capital, *Human Development, Human Resources, *Investment, *Manpower Development, Productivity, Rehabilitation Programs, Vocational Education

Decision makers, policy makers, and influential special interest groups typically view many appropriations for programs that will help the poor, the handicapped, social deviants, etc. as mere expenditures and not as investment which produce substantial results. This paper sets forth several cases which illustrate that people can be an attractive form of investment. No attempt is made to calculate the dollar value of such intangibles as increases in IQ, self-image, and family and individual stability. Consideration focuses on the size of an investment, the amount of earnings and savings which offset the investment, and rate at which that occurs. Exemplary cases include descriptions of an occupational training program for mentally retarded educables and trainables, vocational training for handicapped youths, welfare recipients manpower training, a program for confined juvenile delinquents, and treatment for convicted felons. The conclusion is reached that man is the crucial environment and investment priority. (Author/SHM)

ED 081 662 SO 006 057
Peckham, Percy D. Ware, Arthur E.
An Evaluation of "Man: A Course of Study."
Bellevue Public Schools, Wash.
Report No—DR0095-673-300
Pub Date Jun 73
Note—69p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Evaluation, *Curriculum Evaluation, *Educational Research, Elementary Education, Projects, *Social Studies, Student Attitudes, Teacher Attitudes
Identifiers—MACOS, *Man A Course of Study

An evaluation of the MACOS social studies curriculum program was conducted during 1969-70 in six elementary schools. Three schools were randomly chosen to participate in the MACOS program while three others served as a comparison group. Teachers of the former schools received training in the appropriate procedures for utilizing the relevant methods and materials to implement that program while teachers in the latter comparison group continued with their regular social studies program. Nineteen comparisons were made after the MACOS program had been conducted for one school year to determine how well students in the MACOS program learned material specific to that program; how well they learned those elements which are common to both the MACOS and the regular program; and how the attitudes of students and teachers were affected by participation in the MACOS program. The results indicate that the material specific to the MACOS program and the common elements of both programs learned better by those in the MACOS program. In the area of attitudes, the students in the MACOS program had a more positive view of themselves as social studies students' and teachers perceived these students as more interested in social studies. Of the 19 comparisons, seven of the differences were statistically significant, and all seven of these comparisons favored the MACOS group. (Author/SJM)

ED 081 663 SO 006 058
Educational Goals. From the Final Report of the Advisory Task Force on Educational Goals for Public Elementary and Secondary Schools of Wisconsin.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date Dec 72
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Basic Skills, *Behavioral Objectives, Career Education, Citizenship, Cognitive Objectives, Creative Thinking, Cultural Awareness, Economic Education, *Educational Objectives, Elementary Education, Health Programs, Human Relations, Physical Environment, Secondary Education, Self Actualization, *State Departments of Education
Identifiers—*Wisconsin

Specific goals for elementary and secondary public education are described in this final report. The general goal statements which are learner and future oriented, center on helping students toward achieving self actualization and realization; respect and concern for others; cognitive skills; mental and physical health; career and occupational competence; cultural awareness; citizenship, political, economic, and environmental understanding; and creative and critical thinking. The major portion of the report gives background information on the Task Force and explains procedures used to develop goals. Reasons for developing statewide educational goals, rationale for selection, and a list of members are given. The report also presents a section on public hearings and response to the preliminary draft of educational goals. (SJM)

ED 081 664 SO 006 059
Brickman, William W.
Educational Reform and Renewal in Contemporary Spain.
Institute of International Studies (DHEW/OE), Washington, D.C.
Report No—DHEW-Pub-OE-72-119
Pub Date Mar 72
Contract—OEC-0-70-5054; OEC-0-71-0841(804)
Note—85p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.70; Stock Number 1780-1052)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, Bibliographic Citations, *Comparative Education, Educational Administration, *Educational Change, *Educational Development, Educational History, Educational Innovation, *Educational Legislation, Educational Objectives, Educational Practice, Educational Problems, Elementary Education, Foreign Culture, International Education, Private Schools, Secondary Schools, Teacher Education
Identifiers—*Spain

This study is one of a series of Office of Education publications on educational developments in other countries. It describes and analyzes in social, economic, and historical context the educational changes mandated in Spain by the Education Reform Law of 1970, one of contemporary Europe's most far-reaching plans for educational reform and renewal. The study also gives attention to some of the initial stages in the implementation of the law, based on information available through mid-1971. Included in the document are sections on: 1) The Country, People, and the Culture; 2) Educational History of Spain; 3) Educational System of the 1960's; 4) Developments and Problems on the Eve of the Reform; 5) Beginnings of the Educational Reform; 6) The Education Reform Law of 1970; 7) The Reform in Action; 8) Interpretation; and Appendices, including a glossary of educational terms, a list of selected references, the introduction to the "Libro Blanco" and extracts from the Education Reform Law of 1970. Several charts are also included. (Author/OPH)

ED 081 665 SO 006 064
Gunderson, Doris V.
Protocol Materials.
National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.
Pub Date [73]
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Concept Teaching, Curriculum Design, Educational Programs, Evaluation Techniques, Film Production, Higher Education, Instructional Films, Instructional Materials, Material Development, Models, Pilot Projects, *Protocol Materials, Teacher Behavior, *Teacher Education, *Teacher Education Curriculum

Recognizing the demand for teaching concepts in teacher education programs, the Bureau of Educational Personnel Development in 1970 initiated an effort to train educational personnel to develop and use protocol materials--instructional materials, usually employing audio tape, video tape, or film, intended to illuminate a concept by showing instances to which the concept correctly applies. These instances typically involve the behaviors of children and adults as they appear in the classroom or in other community settings in which teachers might be expected to interpret behavior for purposes of education. Description is given of this protocol materials effort which is essentially a training program for project directors. The materials being produced, primarily films, cover the following subject matter areas: educational psychology, reading, literature, language acquisition, Black English, social psychology, teaching analysis, and social studies. Appendices list the eleven pilot projects which were funded initially and described a progressive evaluation system, developed by Richard L. Turner, which

currently is used in training project directors as they develop protocol materials. (Author/SHM)

ED 081 666 SO 006 083

Brislin, Richard W. Van Buren, H.

Overseas Students and Reorientation Seminars: Can They Go Home Again?

Hawaii Univ., Honolulu. East-West Center.

Pub Date Aug 73

Note—16p.; Paper delivered at the meetings of the American Psychological Association, Montreal, August, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—American Culture, Attitudes, Conference Reports, *Cross Cultural Training, *Cultural Awareness, *Cultural Exchange, Evaluation Methods, Institutes (Training Programs), *International Education, Nonwestern Civilization, *Personal Adjustment, Psychological Patterns, Role Playing, Seminars, Social Adjustment, Stress Variables, Training, Video Tape Recordings

Identifiers—East West Center, Hawaii

One of the implicit assumptions of the East-West Center is that Asian, Pacific, and United States grantees will learn about the nature of people who have a multicultural orientation. One aspect of such people is the nature of issues faced when the move from their "home" culture to another and back. The Center offers a seminar to train people to prepare for such reverse culture shock. The theoretical basis for the seminar is that if a person worries about a potentially stressful event, this worrying activity is helpful. The leaders do not tell or suggest that participants will have such problems, but rather that the possibility exists. The content of the reorientation seminar includes family and personal aspects of returning home, short term/long term adjustments, return to jobs and colleagues, a non-verbal behavior, and maintaining cross-cultural relations. An evaluation deals with a measure of program acceptance by standard attitude scales, a measure of cognitive learning, and suggestions for improvement. References are followed by a brief appendix with a few practical recommendations for seminary operation. (Author/KSM)

ED 081 667 SO 006 086

A Competency-Based Program for Certification of Social Studies Teachers. Position Paper. [and] Appendices A through D.

Minnesota State Dept. of Education, St. Paul. Teacher Certification and Placement Section.; Minnesota State Task Force to Study Programs Leading to Certification for Teachers in the Areas of Social Studies, St. Paul.

Pub Date [73]

Note—60p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Objectives, Behavior Patterns, Classroom Techniques, Cognitive Objectives, Educational Objectives, *Educational Programs, Evaluation Techniques, Guidelines, *Performance Based Teacher Education, School Community Relationship, Secondary Schools, *Social Studies, State Programs, *Teacher Certification, Teacher Characteristics, Teacher Education, *Teacher Qualifications

Identifiers—*Minnesota

A new certification regulation for social studies teachers in the state of Minnesota has been developed by a Task Force to Study Programs Leading to Certification of Teachers in the Areas of Social Studies. This Position Paper includes the rationale for a competency-based certification program and an analysis of the regulation, including guidelines related to the specific areas of competencies to be developed. Limitations of the former approval program for certification program are noted. It is concluded that the new regulation will ensure greater accountability on the part of public schools, individual teachers, and teacher-preparing institutions. Four appendices to this paper include: 1) A collection of selected pages from background papers prepared by the Task Force on competencies in the cognitive and affective area, and the area of community and professional relations; 2) A list of recommended competencies for social studies teachers; 3) A sample program for evaluating progress toward one general competency -- the ability to bring about a significant increase in pupil's use of higher levels of thought; and 4) illustrations of some of the Task Force's assumptions about society, man, knowledge, and learning principles. For related background papers see documents SO 006 087-89. (SHM)

ED 081 668 SO 006 087

Social Studies Teacher Competencies: Community, School, and Professional Relations Competencies. Background Paper.

Minnesota State Task Force to Study Programs Leading to Certification for Teachers in the Areas of Social Studies, St. Paul.

Pub Date [73]

Note—26p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Objectives, Behavior Patterns, Cocurricular Activities, Cognitive Objectives, Educational Objectives, Educational Programs, Guidelines, *Performance Based Teacher Education, *School Community Relationship, Social Relations, *Social Studies, State Programs, *Teacher Certification, Teacher Characteristics, Teacher Education, *Teacher Qualifications

Identifiers—*Minnesota

In this paper identification is made by a Task Force working to develop a new regulation for certification of social studies teachers in the state of Minnesota of desired outcomes for social studies education. Focus in Part One is on community-specific goals for students in the cognitive and affective domains and in skill development. The paper lists those teacher behaviors and competencies in the classroom or in other teaching situations which would facilitate pupil learning of each outcome. Part Two of the paper summarizes teacher competencies indirectly related to goals for students. Teacher behaviors in relationship with the community, professional relationships with school staff, and professional activities to improve competence as a teacher are listed. Competencies which contribute to ability to demonstrate these behaviors are described. Related documents are SO 006 086-89. (SHM)

ED 081 669 SO 006 088

Social Studies Teacher Competencies: The Affective Area. Background Paper.

Minnesota State Task Force to Study Programs Leading to Certification for Teachers in the Areas of Social Studies, St. Paul.

Pub Date [73]

Note—54p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Objectives, Behavior Patterns, Classroom Techniques, Educational Objectives, *Educational Programs, Guidelines, *Performance Based Teacher Education, *Social Studies, State Programs, *Teacher Certification, Teacher Characteristics, Teacher Education, *Teacher Qualifications

Identifiers—*Minnesota

As background for the development of a new regulation for certification of social studies teachers in the state of Minnesota, a Task Force identified desired social studies outcomes in the affective domain. These goals for student attitudinal change are listed. The paper includes detailed suggestions for specific teacher behaviors indicative of the desired outcomes and for representative teacher competencies needed by teachers to be able to make progress in achieving pupil goals. Related documents are SO 006 086-89. (SHM)

ED 081 670 SO 006 089

Social Studies Teacher Competencies: The Cognitive Area. Background Paper.

Minnesota State Task Force to Study Programs Leading to Certification for Teachers in the Areas of Social Studies, St. Paul.

Pub Date [73]

Note—65p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Patterns, Classroom Techniques, Cognitive Objectives, *Educational Programs, Guidelines, *Performance Based Teacher Education, *Social Studies, State Programs, *Teacher Certification, Teacher Characteristics, Teacher Education, *Teacher Qualifications

Identifiers—*Minnesota

Background papers, developed by members of the Task Force to Study Programs Leading to Certification for Teachers in the Area of Social Studies, Illustrate the approach taken toward development of a new regulation for certification of social studies teachers in the state of Minnesota. These papers were prepared primarily as a means of identifying broad areas of teacher competencies to be included in the new certification regulation and in the guidelines to accompany that regulation. The competency model which is developed by the Task Force focuses on student outputs rather than teacher inputs to the learning process. In this document identification is made of desired goals in the cognitive domain for social studies education. Representative teacher competencies and behaviors useful for helping pupils progress toward these goals are listed. Related documents are SO 006 086-89. (SHM)

ED 081 671 SO 006 092

Innovation in Education. News from the Centre for Educational Research and Innovation OECD Paris. Number 3.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date Jan 73

Note—5p.

Available from—Centre for Educational Research and Innovation, Organisation for Economic Co-operation and Development, 2 rue Andre-pascal, Paris XVIe, France; OECO Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum Development, Educational Change, Educational Development, *Educational Innovation, *Educational Research, Health Education, International Education, *International Programs, *Newsletters, School Community Relationship

Brief notices of topics arising during the preceding four months from the Center's continuing program of work on behalf of Member countries of the Organisation for Economic Co-operation and Development (OECD) are given in this news-sheet. CERI's interest and activity focus on three areas: 1) Research into the relations between education and society to arrive at strategies that take account of the qualitative and quantitative aspects of growth in the 1970's; 2) the development and exchange of innovations in the teaching learning process; and 3) the strengthening of national and international arrangements for educational innovation. This issue contains four articles; a discussion on a recent CERI publication entitled "Styles of Curriculum Development"; a report on a conference held at Allerton Park, Monticello, Illinois; a list of OECD sales agents depositaires des publications de l'OECD; and a list of CERI Publications and Technical Reports 1970-72. The four articles describe CERI's current programs concerning school-community interaction; health education and its relationship to health care programs; a training seminar for curriculum developers in Spain; and the school's capacity to sustain innovation. Those interested in receiving the newsletter should have their name added to the mailing list. (SJM)

ED 081 672 SO 006 095

Establishment of Asian Studies Institute. Hearing before the Select Subcommittee on Education of the Committee on Education and Labor. House of Representatives.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 72

Note—166p.; Hearing Report on H.R.6168

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Area Studies, *Asian Studies, Committees, *Educational Legislation, Federal Government, *Federal Legislation, Federal Programs, Foreign Culture, Government Role, *International Education, Legislation, Speeches

Identifiers—University of Hawaii

The report of House committee hearing on legislation to amend and extend the International Education Act of 1966 presents testimony by various students, professors, administrators, and specialists directly concerned with Asian Studies. Prepared statements and supplemental materials are also presented. The legislation proposed would provide for the establishment of an Asian Studies Institute at the University of Hawaii. The purpose of the Institute is to establish a national and international resource for academic and scholarly education, Asian history, language and

culture, and for research into problems of particular concern to Asians or of interest to non-Asians. (KSM)

ED 081 673 SO 006 096

Hurst, M. E. Eliot Hoskins, M.

Multimedia on Multimedia: Educational Environments.

Pub Date Apr 73

Note—7p.; Paper presented at the Association of American Geographers Conference, April, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Audiovisual Aids, Classroom Techniques, *Geography, *Geography Instruction, Higher Education, *Instructional Innovation, Instructional Media, Mass Instruction, *Multimedia Instruction, Noncredit Courses, Program Descriptions, *Student Developed Materials, Student Experience, Student Participation, Student Role, Workshops

An attempt to diversify the classroom experience at Simon Fraser University's Department of Geography has taken two thrusts: the large classroom integrative media use, and the student prepared multimedia "essay." The traditional lecture technique, which ignores the entire media revolution, is deplored. The first of two ways of conveying more meaning to the student through multimedia techniques involves an integrative experience, such as sound/slide or film presentations accompanying a lecture. The second way involves a freestanding sequence, an individual unit which makes a complete statement about some area of concern. At Simon Fraser, the students are encouraged to discover multimedia alternatives to the written essay through non-credit media workshops. The workshops cover the areas of graphic and sound arts, photography and videotape. The comprehensive introduction to audio-visual techniques gained in the workshops is applied to class projects which become part of the instructor's classroom presentation. The self-learning multimedia package is suggested as a future development to replace the lecture technique altogether. (KSM)

ED 081 674 SO 006 097

Hurst, Michael E. Eliot

Metropolitan Spatial Injustice: An Alternative Approach to Instruction in Urban Geography.

Pub Date [Apr 72]

Note—45p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—City Planning, City Problems, *College Role, Course Content, Curriculum Guides, Economics, *Geography, Geography Instruction, *Human Geography, Instructional Innovation, Metropolitan Areas, Political Power, Social Problems, *Socioeconomic Influences, *Sociology, Teaching Methods, Universities, Urban Studies

The definition of geography as the study of man and the realities of his socio-economic milieu is the thesis on which this course in urban geography is based. The functions of the university are observed to be: 1) to ensure economic and cultural continuance; and 2) to advance knowledge and ways of knowing. The first of these functions appears to place the university in a position which is conservative or supportive of the status quo, while the second tends to induce criticism that is merely academic and removed from real material problems. This alternative approach is based on a definition of urban geography emphasizing society as a totality. After mentioning a suitable tenor and available resources, the course is outlined in seven sections: methods and teaching techniques, the city in history, the city as an economic place, the city as a cultural place, the city as a political place, suggested areas for case studies, and the city of the future. The purpose of the course outline is to provide background, a philosophic and analytic framework, upon which to organize a course on the city. Each section describes the coverage of lecture and seminar topics, and suggests pertinent films. (Author/KSM)

ED 081 675 SO 006 098

Salisbury, Howard G., III

Simulated Agribusiness.

Pub Date [Apr 73]

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agribusiness, Agricultural Education, Agricultural Skills, Agricultural Supplies, Agriculture, Business Education, Decision Making Skills, *Economic Education, *Educational Games, Farm Management, Field Crops, Games, Higher Education, Land Use, Marketing, Planting, Role Playing, Secondary Grades, *Simulation

"Simulated Agribusiness" is designed to provide the student with a role playing situation dealing with the complexities and problems of modern agriculture. It is a competitive game played on a hypothetical mid-latitude diversified farm in a capitalistic system. The player is faced with a series of decisions which will determine his success or failure, such as land acquisition, crop selection, optional investment, soil bank, crop insurance, and commodity features. Rules and examples of these decisions are described. The decision-making process is discussed, along with techniques for adjusting the game to students of varying levels of sophistication. Tables indicate hypothetical expenses, yield per acre, prices, yield and price variations, and disasters. A financial sheet is provided to simplify organization and computation. A teaching package accompanies the game. (Author/KSM)

ED 081 676 SO 006 100

End of Project Report, 1967-1970.

Metropolitan Educational Center in the Arts, St. Louis, Mo.

Pub Date [71]

Note—184p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Aesthetic Education, Art Education, *Cultural Enrichment, Educational Programs, Elementary Education, Enrichment Programs, *Fine Arts, *Information Dissemination, Music Education, Program Descriptions, Projects, School Community Relationship, Secondary Education, Special Programs, Summative Evaluation, Teacher Education, *Theater Arts, Workshops

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This Metropolitan Educational Center in the Arts (MECA) project report details activities directed toward exploration, implementation, and evaluation of new and exemplary approaches to education in the arts in the City of St. Louis and the surrounding five-county region. The MECA projects described fall generally into three categories: 1) Projects stressing direct involvement of students interacting with professionals over an extended period (Saturday Centers, Music Composition, Dance Project, Architecture Workshop, Community Music School Branches); 2) Projects offering occasional aesthetic experiences which vary from mere exposure programs to sequential activities which include opportunities for active participation (Art Museum Education Project, Theater Performance Program, Music Performance Education Project, Joint Choir and Joint Orchestra Projects); and 3) Projects serving a training or re-training function for teachers (Course in Visual Arts, Man-Made Environment, Theatre Workshop for Teachers). A report on dissemination activities for the project is included. Appendices contain lists of project personnel and selected dissemination materials. (SHM)

ED 081 677 SO 006 101

A Coordinated Fine Arts Program in a Rural Setting. Final Project Report.

Livingston-Steuben-Wyoming Board of Cooperative Educational Services, Leicester, N.Y.

Pub Date Jul 71

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Art, Behavior Change, *Cultural Education, Dance, Drama, Evaluation Methods, *Fine Arts, Humanities, Interest Scales, Measurement Instruments, Music, Program Costs, Program Evaluation, Projects, Rating Scales, *Rural Education, Small Schools, Statistical Analysis, Summative Evaluation, *Theater Arts

A solution developed to correct the lack of cultural experiences for rural children in art, drama, dance and music is evaluated in this final project report. A summary of findings lists the number of school programs and their budgets. The nature and number of subjects and activities employed in attacking the problem are briefly described. The emphasis on student participation and interest is evaluated from tables giving pretest and posttest responses to rating scales administered to students. A difference in behavior patterns is discernible in favor of the group involved in the project. The data received from a family questionnaire indicates approval of the existing programs. The outcome of continued and expanded programs in most schools seems partially due to successful efforts to keep costs low. Modifications of the original project plans and recommendations for other areas with similar needs are noted. Specific requirements for the most successful implementation of this type of project are discussed. (KSM)

ED 081 678 SO 006 103

Brown, Don A. And Others

The "I" Team Project: A Final Report. (An ESEA Title III Project.)

Cherry Creek High School, Englewood, Colo.

Pub Date Jul 72

Note—86p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Alternative Schools, *Basic Skills, Behavior Change, Changing Attitudes, Diagnostic Teaching, Educational Programs, Evaluation Methods, Individualized Programs, *Low Achievers, Motivation Techniques, Questionnaires, Secondary Education, *Student Centered Curriculum, Student School Relationship, Summative Evaluation, Surveys, Test Results, Work Experience

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Minicourses

This final report of the "I" Project for 1971-72 evaluates the general objectives of providing a responsive educational program for students who do not respond to usual secondary programs. The program was to be a model for creating positive attitude, behavior and skill changes. A basic skills laboratory, diagnostic procedures, individualized reading and math programs, minicourses, work experience, and field experience were part of the student-centered approach. Formal and informal measures were used to evaluate objectives: standardized tests measured reading and math; surveys marked attitudinal and behavior change. Test findings indicated gains in both reading and math. A positive change was observed in attitude and behavior. This alternative to secondary education was considered successful; continuation with minor changes was suggested. The appendix includes a Budget Summary, Student Attitude Surveys, Parent Response Questionnaires, and test Results. (KSM)

ED 081 679 SO 006 104

Readings in the Economics of Education. A Selection of Articles, Essays, and Texts from the Works of Economists, Past and Present, on the Relationships between Economics and Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 68

Note—945p.

Available from—Unipub, Inc., Post Office Box 433, Murray Hill Station, New York, New York 10016 ($6.50)

Document Not Available from EDRS.

Descriptors—*Comparative Education, *Economic Development, Economic Factors, *Educational Development, *Educational Economics, Educational Finance, Educational History, Educational Objectives, Educational Planning, *Educational Research, Educational Resources, Human Capital, Investment, Reading Materials

This publication consists of selected articles, essays and texts from the works of economists on the relationships between economics and education. These selections, representing the range of orientations, methods and findings believed to be most significant, are organized into the following topics: 1) Perspectives on Education and Development in Early Economic Thought: Historical Articles; 2) Education as a Development Priority; 3) Economic Development, Literacy, and the Educational Pyramid; 4) Aggregate Production Functions and Unexplained Growth in National Income; 5) The Scope and Measurement of Human Capital Formation; 6) Measures of the Contribution of Schooling to Per Capita Income Growth; 7) Schooling, Experience and Income Differentials: Some Fore-runners of Current Work; 8) Relations between Costs and Benefits of Investment in Schooling and on-the-Job Training; 9) The Content and Focus of Education and Its Economic Effectiveness; 10) Economic

Development, Labor Market Structure, and the Demands for Human Skills; 11) Resources for Education; 12) Educational Planning and Decision Criteria. Each article is published in both French and English. Articles in French are followed by an abstract in English. (SHM)

ED 081 680 SO 006 105

Profile of an Arizona Community High School. An ESEA Title III Project.

Phoenix Union High School District, Ariz.

Pub Date Aug 72

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Basic Education, *Community Schools, *Program Descriptions, Program Evaluation, *Public School Adult Education, School Community Relationship

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, South Mountain High School

A community school funded by ESEA Title III and the Mott Foundation from 1970 through August 1973 is described in the booklet. Serving as the vehicle to bring about greater community involvement and participation, the school provides a program of education for people of all ages by utilizing the facilities and programs of the public school and the community. The majority of the 1800 students per week live in south Phoenix, and reflect the ethnic and racial balance of the community. Four programs meet the needs of people by offering adult education and G. E. D. preparation and testing programs, college and university extension courses, informal general interest activities, and community forums. A full time director and secretary and 90 part-time personnel consisting of certified instructors, agency people, community residents, and supplementary personnel comprise the school staff. The overall operation of the school is formally evaluated once a year focusing on how well the goals and objectives are carried out, and informally evaluated throughout the year. Two significant changes since the project first began center on the use of the school facilities and increase in the number of people who are attending activities at the school. (SJM)

ED 081 681 SO 006 109

Shoreline Special Education. Music and Dance. An ESEA Title III Project. Final Evaluation.

Shoreline School District 412, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No—DPSC-69-6798

Pub Date Jun 72

Note—69p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Change, *Dance, Elementary Education, *Handicapped Children, Measurement Instruments, *Music, Musical Instruments, Perceptual Motor Coordination, Program Evaluation, Projects, Questionnaires, Resident Camp Programs, Secondary Education, *Special Education, Student Attitudes, Summative Evaluation, Surveys, Teacher Workshops

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Orff Method

The goals of this project were to solve the educational problems of providing an instrumental music curriculum and achieving physiological and social changes through dance for children in special education classes (K-12). Innovative methods emphasized were: 1) neuromuscular skills set to music; and, 2) a modification of the Orff methods and musical instruments for handicapped pupils. A music and dance summer camp and a music and dance dissemination workshop were also developed. The evaluation reports indicate statistically the number of children who have participated, a measure of behavior changes that have occurred, and an evaluation of curriculum developed. Measurement of progress in the primary music classes was evaluated by a 23 item checklist. Instruments were developed to measure student performance in the Orff program, the secondary level guitar and ukelele program, and the elementary dance program. Tables show that all classes demonstrated most of the attempted objectives. Student attitude was measured by a Face Attitude Scale and responses showed a highly favorable attitude. Questionnaires on the camp and curriculum showed a positive parental response. (KSM)

ED 081 682 SO 006 110

Stone, Keith

Social Studies Education in Oklahoma: A Position Paper.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date [72]

Note—24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Change, *Educational Improvement, Educational Needs, Educational Quality, *Educational Status Comparison, Elementary Education, Preservice Education, Secondary Education, *Social Studies, Surveys, *Teacher Education

Identifiers—*Oklahoma

This position paper re-examines social studies in the Oklahoma schools identifying areas of weaknesses in many existing programs of social studies education for secondary teachers and suggesting improvements. Five hundred public schools of the state were surveyed in order to assess the status of social studies offerings. Although the teacher education graduate is better prepared today than in past years, many teacher graduates still do not receive adequate preparation. The good ideas that already exist need to be implemented rather than revamping the program. Several changes can produce quality social studies education. For example, 1) advanced courses can concentrate on the varied needs of students in the various social science disciplines, rather than focusing on the field of history as they now do; 2) recent findings of educational research involving techniques and curriculum can be applied in professional education classes; and 3) administrators can review teacher background in order to assign them to areas where they are qualified to teach. The overall status of social studies in the state is perceived as being slightly below the national average. Following the paper are data on general core of offerings, status of the social studies in Oklahoma, hours required for certificate, subjects offered in the junior and senior high school during 1970-71, number and enrollments in public and non-public schools, and other information. (SJM)

ED 081 683 SO 006 111

Hartoonian, H. Michael

The Social Studies Curriculum and Advanced Placement.

Pub Date [72]

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activity Learning, *Advanced Placement Programs, *Curriculum Planning, Decision Making Skills, *Educational Objectives, *Educational Theories, Guidelines, Humanization, Individualized Curriculum, Models, School Community Relationship, Secondary School Students, Skill Development, Social Action, *Social Studies

An overview relative to the task of education in social studies curriculum describes three perceptions: social action, which emphasizes development of skills in exerting influence in political and community affairs; social study, which suggests that history and the social sciences be used to give student conceptual frameworks through which they can view the world in a different way; and social feeling, which focuses on creating a humanistic atmosphere within the classroom. Emphasis in each approach is placed upon training students to develop a different view--to see and do things that will have impact upon the student's life in the future. Implications of this educational approach for the special student are discussed. A program of advanced placement which meets the individual needs of students is suggested. The factors related to the author's conception of advanced placement are: 1) opportunity for active exploration by the student into the social world and the world of social ideas; 2) methods of control and evaluation; 3) program flexibility to meet individual needs; 4) provision for opportunities for community-school cooperation and communication; and 5) emphasis on the mode of conduct of the student rather than the concept of reaching a special goal. An appendix lists popular goals and objectives in social studies education. (SHM)

ED 081 684 SO 006 113

I. P. P. E. S. Master Objectives Bank. Social Studies Instructional Topic Catalog.

Jackson Union School District, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—284p.; Oversized document, actual page count 142

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Classification, Codification, Computer Oriented Programs, *Educational Objectives, Electronic Data Processing, Elementary Grades, Indexes (Locaters), Information Retrieval, *Instructional Programs, Kindergarten, Numerical Control, *Program Planning, *Social Studies

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This catalog, from the Instructional Program, Planning, and Evaluation System (IPPES), is a compilation of objectives for social studies instructional topics for use in kindergarten through grade 6. Each item is coded with a ten digit numeral. The coding information includes subject matter major classification, the grade level at which an objective is normally or traditionally introduced into the curriculum, and the topic of the instructional unit covered by the objective and the objective within the topic. These factors make it easy for the user to categorize a given objective or to locate a needed objective. (SHM)

ED 081 685 SO 006 114

Buckhout, Robert, Ed. And Others

Social Action and the Law. Volume 1. Number 1.

Center for Responsive Psychology, Brooklyn, N.Y.

Pub Date Mar 73

Note—12p.

Available from—Center for Responsive Psychology, Brooklyn College, Brooklyn, New York 11210 (Subscription rate is $5.00 for six issues)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Court Doctrine, Human Services, *Laws, Literature Reviews, *Newsletters, Psychological Studies, *Social Action, Social Change, *Social Psychology, *Social Sciences

Identifiers—*Juries

This newsletter, published six times a year by an independent group of psychologists and students unrelated to any legal agency, is designed to bring relevant social science information to the attention of the practioner in the legal, judicial, and correctional fields. Focus in this issue is on the jury. Research findings, reviews, analyses, and opinions are presented. Two articles on jury selection are included: Social Psychologists in Action for the Defense and Can Personality and Attitude Testing Help? (SHM)

ED 081 686 SO 006 115

Museum Resources Center. Final Evaluation Report.

Clinton County Board of Cooperative Educational Services, Ellenburg Depot, N.Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No—DPSC-67-3233

Pub Date [71]

Note—20p.; Thirty-eight pages including memos and reports have been omitted because of limited reproducibility

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 855 Broadway, Boulder Colorado 80302 (38 omitted pages on loan, specify document no. SO 006 115)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cultural Centers, Cultural Enrichment, Curriculum Development, Field Trips, Inservice Teacher Education, *Museums, Pilot Projects, *Program Evaluation, *Resource Centers, *Social Studies, *Summative Evaluation

Identifiers—Elementary Secondary Education Act Title III, *ESEA Title III, Local History

This report describes and evaluates the Supplementary Educational Museum and Resource Center, ESEA Title III pilot project which began in 1967 and ended in 1971 for a four-county area. Major objectives of the program were to integrate field trips to museums and historic sites in social studies courses; to develop primary source materials; and to disseminate information about the project and available educational resources which can be used by students and teachers. In order to carry out the objectives: 1) seminars were held to provide teachers with instruction

and training in the background knowledge and techniques considered helpful for conducting student field trips to historical sites and museums; 2) materials were developed which included numerous booklets dealing with historical sites, instructional film-slide programs designed for teacher inservice education and instruction for students; programs for teacher conducted field trip orientation; and booklets describing 40 historically important resources; 3) the project director engaged in a series of presentations before numerous groups in an effort to disseminate information about the project; and, 4) as of the second year 1500 pupils were taken to resources on 43 field trips. Major findings show that as a result of the project schools are conducting field trips and integrating resources into the curricula. (SJM)

ED 081 687 SO 006 116

Living Classrooms in Social Studies.

Cleveland Public Schools, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus.

Pub Date 8 Nov 71

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Classroom Environment, *Disadvantaged Youth, *Educational Research, Grade 7, Grade 8, Projects, Secondary Grades, *Social Studies, Student Attitudes, *Visual Aids

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

A project facilitated learning of disadvantaged students in 7th and 8th grade social studies classes through the presentation of visuals designed to vividly the presented subject matter. In a number of experimental classrooms teachers used approximately twice as many visuals in their living classrooms as in a number of control classes. Objectives of the study were that students in the experimental group would show: 1) significantly more positive attitudes toward social studies and greater classroom participation (as determined by comparison of pre and post scales; and 2) significantly greater gains in achievement in the area of social studies than they did the previous year. Findings indicated that although there was no measureable change in pupil attitudes toward social studies in the living classrooms, pupil participation in classroom discussions were significantly higher than in control classes. Other significant findings were that pupil marks in social studies were significantly higher than the previous year and, further, that in a standardized city wide test the students in the living classroom achieved scores similar to 8th grade classes in non-Title schools -- an indication that the project did improve pupil achievement. (SJM)

ED 081 688 SO 006 119

Families of the World. A Series of Five Television Programs for Elementary Students.

New York State Education Dept. , Albany. Bureau of Mass Communications.

Pub Date Apr 73

Note—39p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Area Studies, Case Studies, Changing Attitudes, Comparative Analysis, Cross Cultural Studies, Elementary Grades, *Family (Sociological Unit), Family Environment, Family Life, Family Structure, Parent Child Relationship, Program Descriptions, *Social Studies, Teaching Guides, *Televised Instruction

Identifiers—Costa Rica, India, Thailand, Turkey, Zambia

"Families of the World," a series of five, thirty minute television programs designed for elementary children, was produced by the Japanese Broadcasting Company and UNICEF. The programs document the changing role of the family by depicting every day family life in five representative countries throughout the developing world: India, Zambia, Thailand, Turkey, and Costa Rica. The students are presented with the commonality of familial responsibility and the diversity of family structure throughout the series. Each program focuses on the place of the children in the family, the smallest fundamental and universal social unit. The impact of new ideas and values of family life, as well as the strength of traditional patterns, is explored. Each section of the document, arranged in similar format, includes a list of concepts to be discussed, several instructional objectives, and suggested teacher strategies. The series is available for duplication onto slant track video tape, and is available in either black and white or color photography. Further information can be obtained from the New York State Education Department, Bureau of Mass Communications. (Author/OPH)

ED 081 689 SO 006 159

Sunderland, Jaqueline Tippett

Older Americans and the Arts.

John F. Kennedy Center for the Performing Arts, Washington, D.C.; National Council on the Aging, Inc., Washington, D.C.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date 73

Note—68p.

Available from—National Council on the Aging, 1828 L Street, N. W., Washington, D. C. 20036 ($2.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Art Activities, Community Programs, Community Resources, Cultural Enrichment, Educational Programs, *Enrichment Activities, *Enrichment Programs, *Fine Arts, Human Development, Human Resources, Productive Living, Program Planning, *Senior Citizens, *Social Values

Identifiers—*National Council on the Aging

The potential force for the mutual enrichment of the arts on the lives of older people was investigated by an advisory committee representing the John F. Kennedy Center for Performing Arts and The National Council on the Aging. This prospectus, a report of the committee findings, includes a review of a representative spectrum of cultural programs being conducted for and by older people and suggests a number of new and innovative activities designed to encourage active involvement of older Americans in the arts. Social values of the arts to the aged are identified. It is concluded that the establishment of artistic programs which take into account ethnic differences, economic limitations, health impairments, and educational levels will enable the aged to become resources for enrichment rather than problems for the country. (SHM)

ED 081 690 SO 006 160

Watford, Robert H.

Resources in Social Studies for Elementary Teachers.

Pub Date Aug 73

Note—47p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Annotated Bibliographies, *Curriculum Development, Directories, Educational Objectives, Educational Programs, Elementary Grades, *Guidelines, Inquiry Training, Learning Processes, Models, Professional Associations, *Resource Guides, *Social Studies, Teaching Methods, Teaching Techniques

An inquiry-conceptual program framework for social studies education is described. Guidelines for implementation of the suggested program are set forth, and a model for planning the basic sequence of learning experiences is developed. Effective teaching/learning techniques are outlined. An annotated list of elementary social studies materials and a directory of professional organizations for social studies are included. (SHM)

ED 081 691 SO 006 161

Fogg, Richard W.

Some Effects of Teaching Adolescents Some Creative, Peaceful Conflict Resolution Approaches.

Pub Date 72

Note—22p.; Paper presented at the National Council for the Social Studies Annual Meeting, Boston, November, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescents, Affective Behavior, Changing Attitudes, *Conflict Resolution, *Curriculum Planning, Decision Making, Foreign Relations, Human Relations, Intergroup Relations, International Education, *Models, Peace, Problem Solving, Secondary Grades, Social Behavior, *Social Studies, Speeches, *Teaching Methods, Teaching Techniques

The field of conflict resolution in the social studies curricula is considered in this paper. The author presents a repertoire of creative and peaceful conflict resolution approaches in a copyrighted appendix. Techniques are described and contrasts are drawn with current social studies curricula. Some of the effects of teaching part of the repertoire to some high school students is reported. The proposed creative, peaceful approaches to international conflict are organized into six categories based on what dimension of a conflict is mainly involved: the parties involved, the bases of conflict, the location, the timing, the nature of the involvement, and the causes. It is suggested that the value of including conflict resolution in social studies curricula is that creative, peaceful approaches can provide options that can reduce the necessity for a persisting stalemate, can reduce the need for tension to continuously escalate while negotiation continues, and can reduce the likelihood of exhausting all the promising nonviolent strategies for dealing with a particular crisis. (Author/SHM)

ED 081 692 SO 006 162

Cable, Greg

Alternatives: Strategies and Stumbling-Blocks.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Jun 73

Note—60p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Organization, *Administrative Policy, *Alternative Schools, Bibliographic Citations, Boards of Education, Educational Change, *Educational Development, Educational Facilities, *Educational Programs, Educational Theories, Financial Needs, Instructional Staff, Legal Problems, Open Education, *School Community Cooperation

Identifiers—*Canada

This report on alternative educational systems presents an overview of some current theories and proposals for educational reform as background to the description of development of three alternative schools in Toronto. The evolution of schools formed by groups outside the public system and established under the jurisdiction of the Toronto Board of Education is traced. Development is described in terms of the financial, legal and administrative arrangements made by the schools and the Board. Legal consideration of governance of these alternative programs, budget considerations, questions concerning teachers and pupils, and problems of building accomodations are discussed and an informal evaluation of the success of these programs is made. A bibliography includes references and suggestions for further reading on alternative schools. (SHM)

ED 081 693 SO 006 168

Human Growth and Development Curriculum.

North Allegheny School District, Pittsburgh, Pa.

Pub Date [71]

Note—88p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Objectives, *Curriculum Development, Curriculum Guides, *Drug Education, Elementary Education, Guidelines, *Human Development, Learning Activities, Resource Guides, Secondary Education, Self Concept, Sequential Learning, *Sex Education, Social Studies, Teaching Techniques

Identifiers—*Human Growth and Development Program

This K-12 curriculum guide represents North Allegheny's integrated, planned, and continuous program covering various topics concerning human development at different age levels. The major objective of the guide is to establish for teachers acceptable content and materials which focus generally on human development but more specifically on topics of physiological growth and drug education. Student goals stress learning not only the facts about the body, but also the development of health attitudes toward normal changes. In regard to drug education, students learn that present behavior influences future health. The guide is arranged into two major sections by elementary and secondary grade level. Each section includes: 1) guidelines for program development; 2) behavioral objectives; 3) teaching suggestions; 4) activities; and 5) suggested resource materials. For an evaluation of the human growth program see SO 006 169. (SJM)

ED 081 694 SO 006 169

Evaluation of Human Growth and Development Program, 1971-72 School Year.

North Allegheny School District, Pittsburgh, Pa.

Pub Date Jun 72
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Evaluation, Drug Education, Elementary Education, *Formative Evaluation, *Human Development, Interviews, Parent Attitudes, Questionnaires, Secondary Education, Sex Education, Social Studies, Student Attitudes, Teacher Attitudes
Identifiers—*Human Growth and Development Program

For the purpose of program refinement and improvement, this evaluation analyzes student, teacher, and parental impressions of the Human Growth and Development Program during its implementation in the 1971-1972 school year. Representative samples of the constituents concerned with the program participated in audio and video taped interviews and answered questionnaires. Characteristics of the current program as perceived by teachers, students, and parent reflect the range of feelings about the program. Perceptions expressed dealt with student reaction to the separation of the sexes in classes, repetition of some drug information, teachers' avoidance of topics concerning value questions and controversial issues, the need to involve community resource people in the program, and the students' need for help in personal problems. Teachers identified the need to synchronize and coordinate the program within the grade level and from one grade level to another. They also expressed a need for an in-service training program for course preparation which would increase length and content. Impressions of the evaluation team show that the program was implemented with minimal difficulty; that students viewed the courses as similar to other courses and have accepted the program without difficulty; and that although parents had the opportunity to learn more about the program few availed themselves of the opportunity; however, parents in general favored the course. For a description of the program see SO 006 168. (SJM)

ED 081 695 SO 006 170
Econ Notes. Volume XI, Number 3.
Minnesota State Council on Economic Education, Minneapolis.
Pub Date Apr 73
Note—4p.
Available from—Minnesota State Council on Economic Education, University of Minnesota, 1169 Business Administration Building, Minneapolis, Minnesota 55455 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conferences, *Economic Education, *Economics, Educational Planning, *Newsletters, State Programs
Identifiers—*Minnesota

This newsletter cites current activities, new staff assignments, and grants awarded in the field of economics. Announcement is made of summer workshops held on state campuses during the summer of 1973 and of summer institutes supported by the National Science Foundation. Included are brief reports on previous state conferences and notes on the availability of results of related research studies and materials. (SHM)

ED 081 696 SO 006 176
Highsmith, Robert Lewis, Darrell R.
A State-Wide Profile of Economic Education in Minnesota's Secondary Schools.
Minnesota State Council on Economic Education, Minneapolis.
Pub Date Sep 71
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Business Education, Core Courses, *Curriculum Research, Data Analysis, *Economic Education, Inservice Education, Program Evaluation, Secondary Education, *Social Studies, State Programs, *State Surveys, Teacher Attitudes, Teacher Background
Identifiers—Minnesota

This state-wide survey determined the impact of the Minnesota State Council on Economic Education Programs upon the teachers and curriculum in Minnesota's secondary schools. The first section related the original objectives of the Council and the major findings of the survey in the areas of economics in the curriculum, teacher preparation, in-service experience, and program priorities. Details about the sample population and limitations of the survey are recounted. Results of the survey are analyzed in regard to: economics courses required and offered in secondary schools of Minnesota; text materials used to teach economics; years of service, education and undergraduate majors of social studies and business teachers; economic preparation of business education teachers; priority needs as viewed by social studies; priority needs as viewed by social studies teachers; priority needs as viewed by business teachers; and profiles on in-service participants. Summary results of selected survey questions for differing categories of respondents are presented in Table IV at the end of the publication. (KSM)

ED 081 697 SO 006 178
Thompson, Gary L. Carter, Ronald L.
A Game Simulation of Multilateral Trade for Classroom Use.
Pub Date Apr 73
Note—32p.; Paper prepared for Special Session on Geographic Simulation Games at the Annual Meeting of the Association of American Geographers, Atlanta, Georgia April, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classroom Games, Cognitive Objectives, Developed Nations, Developing Nations, Economic Development, *Economic Education, Educational Games, Elementary Education, Exports, Foreign Relations, Geographic Regions, *Human Geography, Instructional Materials, *International Education, Role Playing, *Simulation, *Social Studies, Student Participation, Teaching Guides

An alternative to existing methods for teaching elementary economic geography courses was developed in a game format to teach the basic process of trade through role playing. Simplifying the complexities of multilateral trade to a few basic decisions and acts, the cognitive objectives are to develop in the student: 1) an understanding of regional economic specialization based on factor endowment; 2) commodity and capital flows in singular global economic systems; 3) investment decision-making and associated risk; 4) the costs of internal and external distortion of free trade; 5) the interdependence of nations engaged in trade; and 6) the comparative disadvantage of some Third World countries in the global trading system. The game is tailored to 36 students, divided into teams representing nine different countries. Appendices contain a summary of the countries, their economic background, an international trade export-import balance sheet and asking prices for each country. The game is divided into two rounds. Instructions for round two and demand cards for each country are provided in appendices. A final evaluation exrcise summarizes each country's trading strategies and results. (Author/KSM)

ED 081 698 SO 006 180
Wade, M. B. Davenport, Adele M.
High School and Junior College Instructors of Sociology in the South.
Pub Date [73]
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Majors, Comparative Analysis, *Educational Research, Graduate Study, Junior Colleges, Secondary School Teachers, Social Sciences, *Sociology, Student Attitudes, Surveys, Teacher Attitudes, Teacher Education, *Teacher Qualifications
Identifiers—*South

This study examines and compares the personal and professional qualifications of sociology teachers at the high school and junior college levels in the South. Questionnaires administered during the winter of 1970 (376 mailed; 147 of those returned sufficiently complete for use in the survey) generated the following personal information: a majority of high school and junior college instructors are under 40, married, white, and protestant. An analysis of professional background and qualifications indicates that the majority of both levels attended universities in the South and have a weak background in sociology. However, junior college instructors are more likely than high school teachers to hold a graduate degree; to have a major or minor in sociology; to maintain contacts with professional sociology organizations and journals; and to have previous teaching experience at lower levels. Special problems in teaching sociology concern textbooks and teaching materials, student attitudes, inadequate background of teacher, scheduling, and conflict with administration, faculty, or community. There was agreement among respondents that sociology teachers should possess special qualifications, and participate in community affairs. (Author/OPH)

ED 081 699 SO 006 185
Crosby, Sandra G., Ed.
Secondary Social Studies Information Unit. A Review and Analysis of Curriculum Alternatives.
Far West Lab. for Educational Research and Development, San Francisco, Calif. Information/Utilization Div.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date Jul 73
Note—575p.
EDRS Price MF-$0.65 HC-$19.74
Descriptors—Annotated Bibliographies, Anthropology, Civics, Curriculum Development, *Curriculum Evaluation, Directories, Economics, Geography, History, *Instructional Materials, Interdisciplinary Approach, Material Development, Political Science, Program Descriptions, *Projects, Psychology, Secondary Grades, *Social Sciences, *Social Studies, Sociology

The objective of this manual is to provide descriptions and analyses of social studies projects that will allow teachers and curriculum coordinators, in a short period of time, to make decisions about and then select curriculum appropriate to their needs. Thirty-six exemplary programs for high school and junior high students represent not only a variety of social studies disciplines but also an interdisciplinary approach. Showing the recent trends in social studies during the past decade, the programs reviewed place emphasis upon concepts, behavioral objectives, affective objectives, social problems, inquiry process, student oriented curriculum, international education, and assessment of student learning. Following the introduction a selection guide, organized by subject area, lists programs alphabetically and gives a brief resume of important program characteristics. In addition to a one page description of each of the projects, the major part of the work contains information on goals and objectives, content and materials, classroom action (including an overview of instructional strategies and an account of a typical lesson), requirements and costs of implementation, and program development and evaluation. (SJM)

ED 081 700 SO 006 187
New Dimensions for the Arts 1971-1972.
National Endowment for the Arts, Washington, D.C.
Pub Date Jan 73
Note—137p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.75, Stock Number 3600-00012)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Architecture, Community Programs, *Cultural Enrichment, Dance, Educational Programs, Enrichment Programs, Federal Aid, *Federal Programs, *Fine Arts, Humanities, Music, Program Descriptions, Program Development, Projects, Theater Arts, Visual Arts

This report describes the programs and activities developed and supported by the National Endowment for the Arts during 1971-1972. The organizational framework of the Arts Endowment in the federal government is outlined as foundation for detailed discussion of twelve programs of the arts Endowment. These chapters include descriptions of programs in the following areas: architecture and environmental arts, dance, education, expansion arts, literature, museums, music, public media, special projects, theater, visual arts, and federal-state partnership. Lists of contributors to the treasury fund, a history of authorizations and appropriations, and a summary of grants in 1971-1972 are included. (SHM)

ED 081 701 SO 006 188
Liu, Ben-Chieh And Others
The Quality of Life in the United States. 1970 Index, Rating, and Statistics.
Midwest Research Inst., Kansas City, Mo.
Spons Agency—Kerr Foundation, Oklahoma City, Okla.
Pub Date May 73

Note—80p.; oversized document, actual page count is 42; statistical tables are color coded and will not reproduce in color on microfiche
Available from—Midwest Research Institute, 425 Volker Boulevard, Kansas City, Missouri 64110 ($5.00 per copy, $4.00 per 100 copies)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Comparative Analysis, Economic Factors, Educational Background, Environmental Research, Equal Opportunities (Jobs), Measurement Techniques, *National Surveys, Political Influences, *Productive Living, Research Methodology, *Social Environment, Social Factors, Socioeconomic Status, State Surveys, *Statistical Data, Technological Advancement, Welfare Services
Identifiers—*Quality of Life, Social Indicators, United States

Growing attention to the social, economic, political, and environmental health of the nation has precipitated a serarch for indicators other than material wealth which adequately reflect the quality of life in the United States and the well-being of its citizens. Nine indicators (Individual Status, Individual Equality, Living Conditions, Agriculture, Technology, Economic Status, Education, Health and Welfare, State and Local Government), based primarily on criteria developed by former President Eisenhower's Commission on National Goals, provide the framework for this quality of life (QOL) assessment. Results of the study provide a comparative picture of conditions in each state in 1970. An appendix presents in tabular form all composite statistics used to construct the weighted indexes of the quality of life together with notation of the data sources from which original raw data were obtained. (Author/SHM)

ED 081 702 SO 006 189
List of Social Concerns Common to Most OECD Countries. The OECD Social Indicator Development Programme.
Organisation for Economic Cooperation and Development, Paris (France). Directorate for Manpower and Social Affairs.
Pub Date 73
Note—29p.
Available from—Organisation for Economic Cooperation and Development, Manpower and Social Affairs Directorate 2, rue Andre-Pascal, 75775 Paris Cedex 16 France ($1.00); OECD Publications Center, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20005
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cooperative Planning, *Developed Nations, *Developing Nations, Economic Development, Guidelines, Human Development, Interpersonal Competence, Manpower Utilization, Objectives, Productive Living, Social Attitudes, Social Change, Social Development, *Social Environment, *Social Problems, Values
Identifiers—Quality of Life, *Social Indicators

This document is a report of the Manpower and Social Affairs Committee of the OECD on the development of a set of social objectives with the general goals of: identifying the social demands, aspirations and problems which are or will likely be major concerns of socio-economic planning processes; measuring and reporting change relative to these concerns; and focusing and enlightening public discussion and governmental decision-making. In this report, the Working Party on Social Indicators identifies, selects and specifies an agreed list of twenty four fundamental social concerns common to most Member countries. Concepts and principles for the selection of common social concerns are defined and the significance and applicability of the selected concerns are discussed. The concerns listed were developed according to the following basic criteria: a) concerns which are of present or potential interest to Member governments; b) fundamental human aspirations or concerns as opposed to means or instrumental aspects of well-being; c) major, essential aspects of well-being. Notes which clarify the meaning of words and concepts used in the list of social concerns are included. (Author/SHM)

ED 081 703 SO 006 191
Introductory Geography: Viewpoints and Themes. Publication No. 5.
Association of American Geographers, Washington, D.C. Commission on College Geography.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 67
Note—116p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Climatic Factors, Course Content, Curriculum Development, Educational Objectives, Essays, General Education, *Geographic Concepts, *Geography Instruction, *Higher Education, *Human Geography, Learning Processes, *Physical Geography, Summer Institutes

Eleven position papers, prepared by the staff and guest lecturers of the Summer Institute on Approaches to Introductory College Geography Courses, focus on the purpose, nature, scope, structure, processes, content, and key concepts to be emphasized in introductory college geography courses. Since each lecturer presented his point of view, the collection reflects a variety of interests and academic ideology. The papers deal with topics concerning introductory physical geography, the role of climate in an introductory physical geography course, the relationship between physical and human geography, structure in geographic instruction, viewpoints in the geography of economic activity, coverage considered in an introductory economic geography course, characteristics of an introductory course currently being taught at the University of Iowa, problems and approaches to teaching an introductory course in cultural geography, the use of cultural concepts in geographical teaching, and an example of an introductory cultural geography course created to serve in a particular liberal arts setting. (SJM)

ED 081 704 SO 006 192
A Report of the Geography in Liberal Education Project.
Association of American Geographers, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 65
Note—70p.; Geography in Liberal Education Project of the Association of American Geography
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Area Studies, Basic Skills, Conference Reports, *Educational Objectives, Educational Planning, *Fundamental Concepts, *General Education, Geographic Concepts, *Geography, Government Role, Guidelines, Liberal Arts, Map Skills, Physical Geography, Teaching Methods, *Undergraduate Study

The guidelines and five papers in this report are intended to define the place and purpose of geography in liberal education and to stimulate future actions to improve the content of college undergraduate courses in geography. Its statements of objectives, suggestions, and recommendations are part of an effort by the geographical profession to strengthen geography within the liberal education field. The guidelines summarize the role of geography as a subject in liberal education, describe its objectives, offer three versions of an introductory course, make suggestions for improving teaching methods and teacher training, and give recommendations for further action. The first article discusses the need to study process in perceiving order within the world's spatial complexities. The second underscores area differentiation as a means of understanding differences and linkages among peoples. The third lends insight into geography's unique use of the map as a method of analysis and expression. The fourth presents the case for a unified view of the elements of physical geography. The last considers the role of geography in government as relating to the general concern of Liberal Arts Colleges with Federal careers and programs. (Author/KSM)

ED 081 705 SO 006 199
Intercultural Understanding Project. Final Report.
Allegheny County Schools, Pittsburgh, Pa. Intercultural Understanding Project.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.
Pub Date 72
Grant—OEG-0-8-051880-2885
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Changing Attitudes, Cross Cultural Studies, *Cultural Education, *Curriculum Development, Educational Objectives, Evaluation Methods, Human Resources, Instructional Materials, *Intercultural Programs, Interdisciplinary Approach, International Education, Lesson Plans, Measurement Techniques, Secondary Education, *Social Studies, Statistical Analysis, Student Participation, Summative Evaluation, *World Affairs
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Intercultural Understanding Project

This project was initiated in 46 school districts to provide a secondary level course in world cultures. Data for the control and experimental groups were analyzed in regard to socioeconomic status, ability, and grade levels. The original objectives are given along with implementation plan, evaluation method, data, and data analysis. Among these objectives were: to increase interest and understanding in intercultural affairs; to improve attitudes toward members of other cultures; to develop an interdisciplinary approach and materials for the world cultures course; and to provide contact with people of other cultures. Project outcomes and implications included: development of materials for a senior high cultures course; measurement of attitude change; initiation of a curriculum library; refinement of a curriculum development model; continuation of the use of resource people; and creation of a similar course at the junior high level. The shortcomings, materials developed for the project, and dissemination activities are listed. A discussion of the future of the project is followed by an appendix containing sample lesson plans and evaluation devices. A related document is ED 073 999. (KSM)

ED 081 706 SO 006 201
The Use of Social Studies Concepts in Curriculum Development.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.
Pub Date 73
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Objectives, Anthropology, Cognitive Objectives, *Concept Formation, *Curriculum Development, Economics, Generalization, Geography, History, *Intellectual Disciplines, Interdisciplinary Approach, Models, Political Science, Psychology, Skill Development, *Social Sciences, *Social Studies, Sociology, Teaching Techniques

A framework, based on the idea that social studies curriculum should be founded on conceptual understandings and processes drawn from the various social science disciplines, suggests how concepts and related generalizations from each of the disciplines may be used as initial building blocks for developing curriculum. The disciplines are considered resources for providing the key concepts, insights and methods of inquiry enabling students to gain a better understanding of present and past societies and cultures. This approach to curriculum development is suggestive rather than prescriptive. A brief list of affective concepts and a list of social studies processes and skills precede the main part of the framework. Emphasis is upon listing major cognitive concepts from the seven social science disciplines. The concepts are followed by a list of generalizations. Examples are then provided to illustrate the development of single concepts into performance objectives and suggested strategies. A sample unit of an interdisciplinary topic which involves both affective and cognitive concepts and suggests teaching strategies concludes the work. (Author/SJM)

ED 081 707 SO 006 206
Boulder Experiments Scrapook. A Description of How the Student and Professional Staff of the S.A.D.M.E.S.S. Project Planned and Put On a Community Environmental Fair.
Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SSEC-Pub-152
Pub Date Dec 72
Note—185p.
Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 ($6.00; Order Number 152)
EDRS Price MF-$0.65 HC-$6.58

Descriptors—Books, Community Involvement, Educational Innovation, *Environmental Education, *Experimental Programs, *Expositions, Futures (of Society), Grade 12, Projects, *School Community Programs, *Social Studies, Student Projects, Student Volunteers
Identifiers—SADMESS, *Student Assisted Development of Materials for Envi

This Scrapbook is a description of how eight 12th grade students, with help from the professional staff of the Social Science Education Consortium, planned and put on a community environmental fair in Boulder, Colorado. The Boulder Experiments Fair grew out of an environmental education project conducted by SSEC and funded by the Office of Education. The name of the entire project was the Student-Assisted Development of Materials for Environmental Social Studies (SADMESS). Divided into two groups, SADMESS worked on two major projects during their 16 months at the Consortium--a book, "Sunshine Unfolding" (SO 006 207), and the Boulder Experiments Fair. This book describes the fair from the very early brainstorming sessions to the final post-fair feedback. Some of the chapters are: Getting Organized; Getting the People; Getting Permission; Getting the Work Done; Getting it all Together; and Getting Feedback. The final report of the SADMESS project is described in SO 006 208. (OPH)

ED 081 708 SO 006 207
Holdrege, Craig And Others
Sunshine Unfolding.
Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SSEC-Pub-151
Pub Date 72
Note—90p.
Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 ($4.95; Order Number 151)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Indian Culture, Asian Studies, Bibliographic Citations, Books, Brahmins, Christianity, Elementary Grades, Grade 12, Islamic Culture, Judaism, *Philosophy, *Religion, Resource Materials, Secondary Grades, Social Studies, *Student Developed Materials, Student Projects, Values
Identifiers—Buddhism, Hinduism, Transcendental Meditation, Yoga

Hinduism, yoga, transcendental meditation, traditional American Indian philosophies, far-Eastern philosophies (Taoism, Zen Buddhism, and Zen concepts), macrobiotics, and Judeo-Christian teachings are the topics discussed in this student developed book. Designed for use by both elementary and high school students, it was written with two major ideas as the stimuli: 1) interest in examination and re-examination of human values and attitudes in light of environmental problems; and 2) the idea that this is a resource-information book. Each section introduces a different philosophy and lists references (some annotated) on the topic of discussion. Several sections include quotations. Related documents are SO 006 206 and SO 006 208. (OPH)

ED 081 709 SO 006 210
Educational X-Ray of Mapleton Public Schools.
Mapleton Public Schools, Denver, Colo.
Pub Date 72
Note—128p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Achievement, Community Attitudes, Community Characteristics, *Curriculum Evaluation, *Educational Accountability, *Educational Needs, *Educational Objectives, *Evaluation Needs, Measurement Instruments, Parent Attitudes, Participant Satisfaction, Questionnaires, Rating Scales, School Attitudes, School Community Relationship, Surveys, Test Results
Identifiers—Needs Assessment

In order to provide a direction for this school district's compliance with the Colorado Accountability Act, a needs assessment survey was developed. The method of approach, format and item selection, testing of the instrument, population samples, sizes and significance, and processing of the data are described in an introduction. The Satisfaction Index and Priority Rank Scores for each curriculum area at the elementary, junior and senior high school levels and demographic information for the population are followed by a copy of the Needs Assessment Questionnaire. The School Sentiment Index measured student attitudes. The rationale, administration and interpretation of results precede the statistical tables for the Index. Results of five standardized tests administered to measure academic achievement are given for selected grade levels. (KSM)

ED 081 710 SO 006 211
Sample Examination Questions. Grade 9 Social Studies, Asian and African Culture Studies.
New York State Education Dept., Albany. Bureau of Social Studies Education.
Pub Date Jun 72
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstraction Levels, African Culture, Asian Studies, *Cross Cultural Studies, Cultural Education, Essay Tests, Ethnic Studies, Geography, Grade 9, *Inquiry Training, Philosophy, Religion, Socialization, *Social Studies, Teaching Techniques, *Test Construction, Thematic Approach

Designed for a social studies program stressing the inquiry method, this packet of sample test questions uses a thematic rather that a topical approach. The four thematic categories are geography, religion and philosophy, cultural characteristics and relationships, and socialization. Four levels of the thinking process are identified and questions are designated accordingly. Suggestion for the best use of the package are made, along with some consideration of steps in the essay-writing process in social studies. Part I introduces the concept of the Sample Question Packet, Part II deals with objective questions, Part III contains combination objective and essay questions, and Part IV presents essay questions. An evaluation form for the package is provided. Related documents are ED 067 348 and ED 076 482. (Author/KSM)

ED 081 711 SO 006 213
Ubbelohde, Robert
Social Studies and Reality. A Commitment to Intelligent, Social Action. Publication No. 1.
North Carolina Univ., Greensboro. Humanistic Education Project.
Pub Date [73]
Note—28p.
Available from—Humanistic Education Project, University of North Carolina, Greensboro 27412 (Publication Number 1; Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activism, Curriculum Problems, *Educational Philosophy, *Educational Practice, Educational Responsibility, Ethical Values, Existentialism, Individual Power, Philosophy, Political Science, Political Socialization, Self Concept, *Social Action, *Social Change, Social Responsibility, *Social Studies, Teaching Methods, Values
Identifiers—*Humanistic Education Project

This essay is the first of a series of occasional papers written by members of the Humanistic Education Project. The purpose is to examine the possibility that philosophy might in fact provide a foundation for educational practice; that philosophy would provide practical knowledge concerning what ought to be done so students and teachers could deal intelligently with social reality in an effort to bring about change without the use of force. After some initial definitions of politics and ethnics, the theme of this essay is developed in four parts. An analysis of ethical theory believed relevant to the current crisis in education is followed by an analysis of political theorizing thought to be relevant to the educational crisis. Consideration of the relationship, if any, between ethics and politics is described, as is the consideration of the implications of the theoretical discussion for educational practices. It is argued that practices allowing teachers to help students deal with society in an effort to bring about needed social change and action would include values clarification techniques, the methods of the social and physical sciences, and the dialectical method. (Author/KSM)

ED 081 712 SO 006 215
Curriculum Materials on War, Peace, Conflict, and Change. An Annotated Bibliography with a Listing of Organizational Resources.
New York Friends Group, Inc., New York. Center for War/Peace Studies.
Pub Date May 72
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Conflict, Curriculum Development, Directories, Elementary Grades, Instructional Materials, International Education, Organizations (Groups), *Peace, Projects, Secondary Grades, Social Change, *Social Studies, *War, World Problems

In February 1971, the Center for War/Peace Studies hosted a consultation of educators concerned with improving the teaching of the international dimension of education at all levels with particular emphasis on matters that affect war, peace, conflict, and change. The participants felt strongly that a survey of what actually existed in the field was necessary. The Center undertook this task. Letters were mailed to 1500 selected teachers publishers, colleges and universities, curriculum projects and voluntary organizations. Five hundred replies were received, most requesting to be kept informed of progress made in the undertaking. This annotated bibliography represents only a first step in the curriculum collection. The teaching materials are not new, but those deemed the most visible and available to teachers particularly interested in teaching about war, peace, conflict, or change. Content, objectives, strategies, method and usability at level were considerations for surveying teaching materials. Two of the thirteen projects annotated in this guide are the Amherst Project and the Harvard Social Studies Project. A list of organizations concerned with these subjects is included, as well as a list of the consultative group. (Author/OPH)

ED 081 713 SO 006 292
Classification of Educational Systems in OECD Member Countries. Belgium, Denmark, United States.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date 72
Note—79p.
Available from—Organisation for Economic Cooperation and Development Publications, 2 rue Andre-Pascal, 75775 Paris Cedex 16, France ($3.25); OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Classification, Comparative Analysis, *Comparative Education, Education, Elementary Grades, *Foreign Countries, Higher Education, Schools, Secondary Grades, Statistical Data
Identifiers—Belgium, Denmark, *Educational Systems, United States

The present volume is one of a series intended to provide a comparative view of the education systems of member countries of the Organisation for Economic Cooperation and Development (OECD). Published in response to a need for a conversion key so that national data could be readily converted on the bais of a standardized system, its purpose is to assist OECD member countries in the development of their educational statistics and to provide a basis for the collection of internationally comparable statistics. For background information on the method of classification, and for related documents, see ED 076 453. The volume deals with three member countries, Belgium, Denmark, and the United States. Provided are definitions of terms used in the OECD classification, which is by type of education and not be institution providing education. A short bibliography following each country gives sources of information regarding the educational institutions. (OPH)

SP

ED 081 714 SP 006 520
Harnischfeger, Annegret
Personal and Institutional Characteristics Affecting Teacher Mobility.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Feb 73
Contract—OEC-6-10-078

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Faculty Mobility, *Individual Characteristics, *Institutional Environment, *Institutional Role, Records (Forms), *Teacher Characteristics

The major purposes of this study were to identify the effects of personal characteristics of teachers and institutional characteristics of schools on teacher mobility. The methodology involved multiple regression analyses of mobility measures on personal characteristic variables and on institutional characteristics with control for personal characteristics. The data were derived from school and teacher records in two California school districts over a 4-year period. Both personal and institutional characteristics were found to affect teacher mobility. Some policy implications of these findings are discussed. (Author)

ED 081 715 SP 006 546
Scanlon, Robert G.
Strategies for the Implementation of Innovations - Individualized Learning Programs.
Pub Date Feb 73
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Development, *Educational Innovation, *Educational Technology, Instructional Improvement, *Instructional Systems, Program Development, *Systems Approach, *Systems Development

This paper presents the technology of the dissemination of an innovation into a school system, its strategies and implementation. The specific requisite strategies are detailed: a) the establishment of criteria to ensure commitment and understanding of instructional systems; b) the development of training programs for school district central office personnel, administrators, and teachers for change capability and roles specific to innovation; c) the establishment of demonstration centers with national representation; and d) the development of a data network and feedback system to permit monitoring the progress of schools. Conclusions are discussed in relation to implementation at the state, school district, and school building level. (BRB)

ED 081 716 SP 006 583
Leonard, Charles B. Gies, Frederick John
Evaluation of Francis Howell R-III School District Title III, Elementary and Secondary Education Act Innovative Program. Final Report.
Missouri Univ., Columbia. Center for Educational Improvement.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Francis Howell School District, St. Charles, Mo.; Missouri State Dept. of Education, Jefferson City.
Pub Date Sep 72
Note—56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Change, *Inservice Teacher Education, *Student Behavior, Student Teacher Relationship, Teacher Attitudes, *Teacher Behavior, Teacher Evaluation, Teacher Programs, *Verbal Communication

This study evaluated the in-service teacher training program in the Francis Howell R-III Schools, Columbia, Missouri. The program sought to modify the instructional behavior of teachers in the areas of a) increased pupil verbal participation, b) decreased teacher dominance of the verbal classroom environment, c) increased skill and ability to utilize and write student behavioral objectives, d) increased use of higher cognitive levels of questioning, and e) increased openness of teacher/pupil attitude. The following instruments were used in the collection of data: Organizational Climate Description Questionnaire; Process Measure for Teachers, Form A-Pretest, Form B-Posttest; Minnesota Teacher Attitude Inventory; Rokeach's Dogmatism Scale; Process Measure for Students; Program Questionnaire; and Verbal Interactive Behavior Classification System. Analysis of the data revealed the effectiveness of the program in changing the verbal classroom behavior of teacher/pupil, increasing student inquiry effecting the use of higher cognitive levels of questioning by teachers, and developing teacher skill in writing behavioral objectives. (Eight tables of statistical data are included.) (BRB)

ED 081 717 SP 006 761
Warwick, David
Team Teaching.
Pub Date 71
Note—123p.
Available from—Crane, Russak & Co., Inc., 52 Vanderbilt Avenue, New York, N.Y. 10017 ($7.50)
Document Not Available from EDRS.
Descriptors—Definitions, Economic Factors, Educational Innovation, Flexible Facilities, *Flexible Scheduling, Humanization, Staff Utilization, *Student Needs, *Team Teaching, *Theories

This document presents in detail the theoretical basis, history, and patterns of team teaching and ideas about implementing it. The document is divided into 10 chapters: theoretical basis, reasons for team teaching, planning and preparation, patterns of teamwork, programming work, grouping children, materials and equipment, flexible schools, assessment of work, and developmental team teaching. Each chapter concludes with a list of materials for further reading. The first chapter describes the focus of team teaching on the needs of children and the attempt to satisfy and structure these needs into the work of a school. Team teaching is seen as reasserting the importance of people and their relationships or reactions to one another within the context of the school. The book than traces the historical development of team teaching in England and the United States; discusses economic factors, staff deployment, slow learners, and the flexible school; and finally presents in detail implementation theory for team teaching. (JA)

ED 081 718 SP 006 767
August Document. [The Study Commission on Undergraduate Education and the Education of Teachers.]
Nebraska Univ., Lincoln.
Pub Date Aug 72
Note—32p.
Available from—Study Commission on Undergraduate Education and the Education of Teachers, 338 Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Accreditation (Institutions), Course Content, *Educational Programs, *Preservice Education, *Program Content, *Student Teachers, Teacher Education

Presented is a condensation of the research completed by the study commission on the Undergraduate Education of Teachers, University of Nebraska. Recommendations on the Undergraduate Preparation of Educational Personnel (UPEP) are made. Also, some points discussed as obstacles to educational change are a) accreditation, b) federal funding and management roles, c) the education of teachers, and d) future studies and planning in education. (A list of educational acronyms is included.) (JB)

ED 081 719 SP 006 789
Bailey, Gerald Douglass
The C/PBTE Module Laboratory: Creating, Storing, and Utilizing Competency/Performance-Based Units of Instruction.
Pub Date Feb 72
Note—12p.
Available from—Competency-Based Teacher Education Program, Manhattan, Kansas 66506 (.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Planning, *Curriculum Study Centers, *Information Centers, *Instructional Materials Centers, Microteaching, *Performance Based Teacher Education, Resource Centers, Videotape Recordings

To strengthen the concept of a curriculum-planning component in competency/performance-based teacher education (C/PBTE) and to fill the need for centralized physical facilities for the multiprogram characteristics of C/PBTE programs, a housing structure called the C/PBTE Module Laboratory is proposed. This laboratory would be used for producing, storing, and utilizing programs, program components, module clusters, and individual modules. The anatomy of the total centralized physical structure is depicted in the following substructures: a) Competency/Module Catalogue Index (with index cards containing the necessary data to locate and describe all materials in the laboratory; b) Creation Center/Module Bank (a place where faculty team members can engage in writing learning materials and modules and where operational materials can be stored and displayed); c) videotaping station; d) video tape playback station; e) independent study carrels; f) multiple activity room; g) work tables; h) pre/post-assessment station; and i) planning and counseling station. (Detailed diagrams of the substructures are available from the author upon request.) (JA)

ED 081 720 SP 006 798
Sentz, Erma I. Perry, Floyd
Teacher Education Centers: The CMTEC Centers.
Central Minnesota Teacher Education Council, St. Cloud.
Pub Date Oct 73
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Clinical Experience, *College School Cooperation, Student Teachers, *Student Teaching, *Teacher Centers, Teacher Role, Teacher Supervision

Central Minnesota Teacher Education Council (CMTEC) Centers are public school districts under contract with CMTEC who designate "-cluster buildings" that serve a minimum of 10 student teachers per quarter each. In all CMTEC Centers, emphasis is placed on providing opportunities for student teachers to teach under guidance in both major and minor fields, to demonstrate an understanding of the role of the professional teacher in school and community, and to perform effectively in this role. This means each student teacher is gradually inducted into the duties of the professional teacher through a series of continuous and meaningful experiences that vary according to the specific needs and talents of the individual. Student teachers live in the communities in which they are student teaching, devoting full time to their assignments for a minimum of one quarter. Supervising teachers are chosen on the basis of their past teaching performance, human relations skills, and demonstrated interest in teacher education. Courses in supervision are offered in the centers for graduate credit. In turn, the supervising teacher and student teacher are encouraged to function as a teaching team. (This document is a section from the soon-to-be-published book "Readings in Student Teaching.") (Authors/JA)

ED 081 721 SP 006 809
Using the Block Program to Prepare Elementary School Teachers at Indiana State University.
Indiana State Univ., Terre Haute. Curriculum Research and Development Center.
Pub Date Jun 73
Note—56p.
Available from—Curriculum Research and Development Center, Jamison Hall, School of Education, Indiana State University, Terre Haute, Indiana 47809 (no price quoted)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Instruction, *Elementary Education, Elementary School Teachers, *Instruction, *Language Arts, *Social Studies, Teacher Education Curriculum, *Team Teaching

A block of time commencing at 9:00 a.m. and ending at 11:00 a.m. for each school day of the week was set aside for instruction in social studies, language arts, and audiovisual education. This blocking required that students move into the three specialized areas of instruction as special material was available in the class-laboratory rooms. Team teaching and cooperative teaching techniques were used to integrate activities and experiences. Longitudinal strands common to other blocks gave further continuity to the total preparation program for elementary school teachers. Blocking instruction provided the opportunity to present greater amounts of material and helped students to see interrelationships. Blocks also provided students with instructors who are living examples of what they teach. General reflections concerning this first team planning and teaching effort were positive. (The booklet is in the form of a series of chapter articles written by participating faculty.) (Author/JB)

ED 081 722 SP 006 817
Guidelines to Clinical Experiences in Teacher Education. Position Paper 3.

Association of Teacher Educators, Washington, D.C.
Pub Date 73
Note—54p.
Available from—Association of Teacher Educators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.25)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Clinical Experience, College School Cooperation, Educational Technology, Field Experience Programs, *Guidelines, *Laboratory Training, Practicums, *Teacher Education

This document, a collection of guidelines for clinical experience in teacher education, is divided into eight sections with two appendixes. These sections are as follows: Frame of Reference; Aims of Clinical Experiences, which stresses that the experiences should be complementary to the humanistic, behavioral, and pedagogical studies for becoming a teacher; Guidelines to Excellence with Focusing Questions (in outline form); Clinical Experiences: Descriptions and Characteristics, which includes a discussion of practicum and laboratory experiences, individualization of programs, performance-based programs, and the relationships of program elements; Supervisory Positions and Qualifications; Cooperative Control and Decision Making, which centers on the cooperation of colleges, schools, and related organizations; and Analysis and Assessment. The two appendixes are Supportive Technology and Materials in Clinical Experience Programs, and Guidelines for Specialization in Teacher Education. (JA)

ED 081 723 SP 006 835
Downey, Ann Marie
The Utilization of Attitudes and Beliefs as Indicators of Subsequent Smoking Behavior.
Pub Date 73
Note—10p.; Paper presented at the Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, *Health Education, Longitudinal Studies, *Research, *Smoking, Surveys, *Tobacco

This study assessed whether or not the initial attitudes and beliefs of a behaviorally homogeneous group can be used as indicators of future smoking behavior. Ss included seventh graders who classified themselves as never-smokers on an initial survey and who participated in all three surveys over a 2-year period. The initial survey consisted of a 44-item attitude-belief form similar to the Likert form. Ss later classified themselves according to their subsequent smoking behavior as either smoker, ex-smoker or never-smoker. An analysis of variance technique was used to determine whether attitude-belief differences existed among the three groupings. Results indicated that female never-smokers who remained never-smokers had more favorable attitudes toward nonsmoking than those who became smokers or ex-smokers. Significant differences for male data were found on the pleasure, influence, and health disease factors. These results suggest that attitudes and beliefs of initial never-smokers may serve as indicators of future behavior. It appears, also, that items of an affective rather than a cognitive domain are more useful indicators. (Author/JB)

ED 081 724 SP 006 836
Hunter, Charles L.
The Sequence of Hip and Selected Upper-Extremity Joint Movements During the Golf Drive.
Pub Date Aug 71
Note—21p.; Paper presented at the Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstracts, *Athletic Activities, *Athletics, Doctoral Theses, *Experiments, *Muscular Strength, *Perceptual Motor Coordination, Physical Education
Identifiers—*Golf

This study analyzed wrist, elbow, and hip actions of golfers who were accurately driving a golf ball a maximum distance. Electrogoniometry and cinematography were used to measure wrist, forearm, elbow, and hip actions during the downswing of 10 low-handicap golfers who were attempting to drive a minimum of 225 yards within a 50-yard corridor. Elgons were used to measure movements of the elbow (flexion-extension), forearm (pronation-supination), and wrist (Adduction-abduction, flexion-extension) at selected angles of the arm relative to a vertical line passing through the shoulder. Lateral and horizontal hip movements were recorded with a specially constructed analyzer. Motion pictures (64 frames/second) were taken in order to measure shoulder joint positions. Electrogoniograms were analyzed at selected positions: top of backswing; at the position in the downswing where the left arm was horizontal, 45 degrees from vertical, 22.5 degrees from vertical, and vertical; and at the position in the downswing when the ball was contacted. It was concluded that there was no common pattern of action among the low-handicap golfers, but that there were certain common characteristics relative to the timing and sequence of specific actions. (Author/JB)

ED 081 725 SP 006 837
Kearney, Jay T.
Strength Recovery Following Rhythmic or Sustained Exercise as a Function of Time.
Pub Date 73
Note—19p.; Paper presented at the Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Athletics, *Calisthenics, *Exercise (Physiology), Fatigue (Biology), *Motor Reactions, Muscular Strength, Physical Education

The relative rates of strength recovery subsequent to bouts of rhythmic or sustained isometric exercise were investigated. The 72 undergraduates who served as subjects were tested seven times within the framework of a repeated measures design. Each testing session involved two bouts of either rhythmic or sustained isometric exercise separated by a rest interval of 5, 10, 20, 40, 80, 160, or 320 seconds. Strength recovery was evaluated by comparing the level of strength expressed at the conclusion of the initial fatigue bouts, final strength, and the initial strength measure of the second exercise bouts. Analysis of variance and related statistics indicated that a) significant strength decrements of similar magnitude were produced by both types of activity; b) the group of subjects who initially performed rhythmic exercise consistently stronger than those performing sustained exercise; c) strength at the end of the first exercise bout was significantly lower than final recovery strength; and d) initial strength and final recovery strength failed to differ significantly. Although not in complete accord with previously published results, these results show that the patterns of strength recovery subsequent to rhythmic and sustained isometric exercise were similar. (Author)

ED 081 726 SP 006 838
Poe, Alison
Developmental Changes in the Movement Characteristics of the Punt--A Case Study.
Spons Agency—Wisconsin Alumni Research Foundation, Madison.
Pub Date 73
Note—5p.; Paper presented at the Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Athletic Activities, *Athletics, *Experiments, Longitudinal Studies, Motor Development, *Muscular Strength, *Perceptual Motor Coordination, Psychomotor Skills, Skill Development
Identifiers—*Football

Punting characteristics of a subject were studied over an 8-year period. Performances were recorded from the age of 2 years 9 months through 11 years 4 months. Fifteen film records were made at 3-month intervals through ages 3 and 4, at 6-month intervals through ages 6 and 7, and at 1-year intervals through ages 8 to 11. Movement characteristics studied included the steps in the approach to the kick, the release of the ball, arm and leg action, trunk action, timing relationships between segment actions, angular velocities of the thigh and knee, and variability of the traits at various age levels. Four levels of development were tentatively identified on the basis of the observed changes in movement characteristics. (Author/JB)

ED 081 727 SP 006 839
Mason, Danny Burkhardt, Ed
Comparison of Two Methods of Teaching Golf.
Pub Date 73
Note—6p.; Paper presented at the Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Athletic Activities, Athletic Coaches, *Athletic Programs, Physical Education, Recreational Activities, *Teaching Methods
Identifiers—*Golf

This study investigated the effects of two methods of teaching golf. The subjects were 63 male college students enrolled in beginning golf who had played no more than three rounds of golf during their life and had received no previous golf instruction. Before instruction began, each group was given written copies of the general rules of golf and received one and one-half hours of group discussion regarding rules, etiquette, and general playing procedures. Group one (S=37) was taught the basic fundamentals of golf by the traditional method of starting with the eight or nine iron; this group practiced with eight or nine irons for the duration of the semester. Group two (S=26) was taught the basic fundamentals of golf by beginning with the number three wood and practicing with it for the duration of the semester. It was found, through analysis of variance, that the mean nine hole and mean eighteen hole scores for the two groups were not statistically different prior to or following the instructional period. Comparison using the t-test revealed significant score improvement, indicating that either method could be used as the primary teaching tool in beginning golf classes at the college level. (Authors/JA)

ED 081 728 SP 006 840
Dotson, Charles O.
Novel Skill Learning and Gross Motor Performance Correlates.
Spons Agency—Stephen F. Austin State Univ., Nacogdoches, Tex.
Pub Date 73
Note—44p.; Paper presented at the Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Athletic Activities, *Motor Reactions, *Physical Characteristics, Physical Development, Physical Education, *Psychomotor Skills
Identifiers—Neuromuscular Skills

This research study determined the relative importance of various basic motor ability traits possessed by the learner in the process of acquiring neuromuscular skills. Fifty-two university students practiced two novel skills (ball toss and fli-back paddle ball) 5 days per week for 2 weeks. Prior to beginning practice, each subject was measured on 26 basic motor ability items. Factor analysis was employed to isolate basic factors underlying each practice sequence and the gross motor performance traits. Ten stable factors were isolated, including two that described practice for the novel skills and eight that involved gross motor performance. Comparisons of the factor loadings among practice stages for each novel skill across the eight motor performance factors suggested the following conclusions: a) no relationship existed between gross motor factors and performance on the fli-back paddle ball skill; b) gross motor factors were related to performance on the ball toss skill during early, but not late, stages of practice; c) different gross motor factors related to performance on the ball toss skill as practice continued; and d) performance on the ball toss skill should be assessed only after several practice periods to prevent score comparisons. (Author/JA)

ED 081 729 SP 006 841
Fibkins, William L.
A Proposed Model for Starting a Teacher's Center in the Schools.
Pub Date [73]
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Inservice Teacher Education, Program Administration, Program Planning, Staff Role, *Staff Utilization, Teacher Improvement, *Teacher Role, *Teacher Workshops, Teaching Programs

This article proposes a) a rationale for the development of teachers' centers, b) a model teacher center, and c) a model for the position of facilitator for staff development at the center. The rationale focuses on the voluntary exchange of teachers' ideas concerning their professional and personal lives. The model teacher center, based on the Bay Shore-Stonybrook Teacher Center, Long Island, New York, centers on a) the teacher's perception of himself, b) exchange of resources among teachers in workshops, c) administrative support for the center, d) involvement of support staff in the workshops, and e) involvement of personnel trained in organizational theory and communication and observation skills to integrate teacher resources. The duties of the facilitator for staff development include a) planning, implementing, and assessing renewal programs; b) assessing the training needs of center participants; c) experimenting and researching participant resources; d) assisting educational administrators in developing innovative strategies for teacher centers; and e) researching activities related to the educational process, teacher morale, and job satisfaction. (BRB)

ED 081 730 SP 006 844

Board Adopted Grievance Policies 1972-1973. Supplementary Research Report Number 125.

Association of California School Administrators.; California Teachers Association, Burlingame. Dept. of Research.

Pub Date Apr 73

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Board of Education Policy, *Grievance Procedures, *School Districts

Identifiers—California

This report presents the results of a survey of grievance policies in approximately 700 school districts; the survey was conducted by the Research Department of the California Teachers Association in conjunction with the Association of California School Administrators. Information about district policies for resolving disputes, commonly referred to as "grievance policies," is presented in table format. Districts are listed alphabetically by type of district (unified, elementary, or high school). Average daily attendance figures are also included, to assist those wishing to make comparisons among similarly sized districts. The report notes that districts were asked to furnish copies of board-adopted grievance procedure policies; many of these are on file in the department's Research Information Center. (Authors/JA)

ED 081 731 SP 006 845

LaPointe, Eric Twiss, Maurice

Center Satellite Program: An Indian Counselor Training Program.

South Dakota Univ., Vermillion. School of Education.

Pub Date 72

Note—19p.; Distinguished Achievement Award Entry submitted to American Association of Colleges for Teacher Education

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, Counseling, Counselor Educators, *Counselors, *Counselor Training, *Minority Group Teachers, Professional Education

Identifiers—*Distinguished Achievement Award Entry

The Center Satellite Program is designed to train Indian counselors. Trainees in the program are of Indian descent; most of them are obtaining their Masters in Guidance and Counseling degree. Training involves two phases: phase one is a 6-week summer program growth experience that serves as orientation; phase two is the academic year program at the home satellite institutions. There are five satellite institutions (colleges) involved in the Center Satellite Program; each satellite has a subcontract with the center institution (University of South Dakota) to provide a unique training experience for 28 trainees. Listings are provided of satellite institutions and participants. (Authors/JA)

ED 081 732 SP 006 846

Study Commission Newsletter on Undergraduate Education and the Education of Teachers.

Study Commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebr.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Note—36p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Federal Aid, *Federal Programs, *Higher Education, *Teacher Education, *Undergraduate Study

Identifiers—*Competencies, University of Vermont

This newsletter presents a collection of articles and news briefs on the general areas of educational change and the federal role in undergraduate and teacher education. There are three major essays. "The University Reorganizes for Human Services" discusses proposed changes at the University of Vermont that are an attempt to integrate and systematize student learning. Of the many changes listed, one is the reconstitution of the College of Technology, the College of Agriculture, and a few related departments in the College of Arts and Sciences into a Division of Applied Sciences which will contain three or four groupings. Also included in this essay is a summary of general competencies and knowledge areas that will be represented by the program. The remaining essays are "New Possible Federal Roles and Relations for Large Institutions" and "Remarks on the Federal Role, Education, and Teacher Education." (JA)

ED 081 733 SP 006 847

Hutchins, C. L.

[Utilization of Minicourses.] Final Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date Jul 73

Contract—OEC-0-71-3634

Note—105p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Decision Making Skills, *Educational Innovation, Interpersonal Relationship, Program Evaluation, *Research and Development Centers, *Teacher Education

Identifiers—*Minicourses

This project established seven regional demonstration centers for the teacher training products "Minicourses" of the Far West Laboratory for Educational Research and Development. The goals of these centers were as follows: a) to attract awareness and interest of prospective users, b) to provide a setting in which educators could evaluate Minicourses, c) to link prospective users with agencies that could effect utilization of Minicourses, and d) to demonstrate the impact of a research and development product in schools. In addition, the project included an analysis of demonstrations as a technique for dissemination: a follow-up study investigated decision-making behavior and the utility of a visit to a center. It was concluded that the demonstration sites were successful in making contacts with educators and stimulating interest in Minicourses. Other conclusions of the project included the following: a) interpersonal communication is the preferred channel for information on innovations; b) decision-making process varies greatly among schools--few generalizations are possible; c) the skills of those conducting demonstrations and their knowledge of schools in the area were critical to success; and d) the short-range success of an educational innovation may be highly related to its congruence with customary school budgets. (Author/JA)

ED 081 734 SP 006 848

Gymnastic Activities in Schools (the GAIS Project). School Research Newsletter, March 1973.

Gothenburg School of Education (Sweden). Dept. of Educational Research.; National Swedish Board of Education, Stockholm.

Pub Date Mar 73

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Exercise (Physiology), *Physical Development, *Physical Education, Projects, *Student Interests

This research project was designed to investigate gymnastic activities in schools. Its main purpose is to investigate, at lower and middle levels, the objectives and methods of physical education in relation to pupils' physical development and interest in physical exercise at different ages. The measurement part of the project is tentatively slated to be conducted in Alingsas from spring 1973 to spring 1975. The following preliminary project components are described: background and questions; time schedule; survey variables, measurement part; and survey group. (JA)

ED 081 735 SP 006 850

Keeler, Emmett McCall, John

A Note on the Effectiveness of Teacher Experience.

Rand Corp., Santa Monica, Calif.

Report No—P-5010

Pub Date Apr 73

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *Employment Patterns, High Achievers, *Reading Ability, Sex Differences, Social Class, *Teacher Employment, *Teacher Experience

To establish the relationship between reading ability and teacher turnover, a simultaneous evaluation model based on recent data from the San Diego School District was developed. A two-stage least squares estimation procedure was employed, modified by the introduction of three exogenous variables: percent of students from poor backgrounds, sex of the teacher, and teaching experience. Reading ability was strongly and negatively related to student social class, and teacher turnover was negatively related to reading ability of schools. Analysis suggested that the relationship between experience and achievement was the ability of experienced teachers to become employed by schools with a student body of high achievers. (Author/JB)

ED 081 736 SP 006 853

Anderson, Vernon E.

Curriculum Guidelines in an Era of Change.

Pub Date Dec 69

Note—119p.

Available from—Students' Supply Store, University of Maryland, College Park, Maryland 20742

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Administrative Organization, *Curriculum Development, *Curriculum Planning, *Curriculum Problems, *Curriculum Research, Decision Making, Educational Innovation, *Instructional Innovation

This book considers the basic principles and suggested criteria for dealing with educational innovations. Points discussed are a) new forces in curriculum making; b) the impact of federal programs on the curriculum; c) decision making in relationship to grants and negotiations for curriculum change; d) the effect of media, militancy, and protest on curriculum; e) the changes in leadership and teaching roles; and f) the consequent responsibilities of those charged with curriculum improvement. In the appendix are "Criteria for Selecting Innovations" and "Working With Groups and Individual Teachers to Improve Instruction." There is a bibliography and index. (JB/CL)

ED 081 737 SP 006 854

DiNucci, James M. Shore, John Roger

The Construction of a Motor Fitness Test Battery for Boys in the Lower Elementary Grades.

Pub Date 73

Note—26p.; Paper presented at the Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Athletics, *Calisthenics, Elementary Grades, Motor Development, *Muscular Strength, *Physical Activities, Physical Fitness, *Psychomotor Skills, Test Construction

In order to construct a scientifically designed evaluative instrument to assess the motor fitness of boys in the primary grades, 30 test items purported to measure muscular strength, muscular endurance, cardiovascular endurance, power, speed, agility, flexibility, and balance were administered to an incidental sample of 238 boys ages 6 to 9 years. An intercorrelational matrix was constructed for the factor analysis of the data using the principal axes method. Seven factors having eigenvalues above 1.000 and accounting for 65.17% of the variance were isolated. The first of two test batteries developed included the test items that loaded highest on each factor and were as follows: Clarke's strength composite; McCloy's endurance ratio; Wells' sit and reach; Bass' balance on a stick, lengthwise; wrist flexion and extension flexibility; arm flexion on the back flexibility; and modified push-ups. The second battery, developed for more administrative feasibility, included items that loaded high on each factor

and eliminated composite scores and ratios. The items in test battery II were grip strength; 300 yard run; Wells' sit and reach; Bass' balance on a stick, lengthwise; wrist flexion and extension flexibility; Arm Flexion on the back flexibility; and modified push-ups. (Author)

ED 081 738 SP 006 856
Michael, Ernest D., Jr. Horvath, Steven M.
Psychological Limits in Athletic Training.
Pub Date 65
Note—6p.; Reprint from Proceedings of 1st International Congress of Psychology of Sport, 1965, Rome, Italy
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Exercise (Physiology), *Fatigue (Biology), *Motivation, Physical Fitness, *Psychological Characteristics, Psychological Patterns, *Psychophysiology

The end point of exercise occurs when the subject can no longer continue the activity due to pain, weakness, or boredom. Shortly following the exercise, however, most subjects report that they could have worked longer--indicating a memory loss or escape from pain previously encountered. This study was an attempt to examine the physiological parameters at the time of these subjective feelings of fatigue to learn if motivation to exercise would change with changing physiological measurements. An experienced athlete in good health but untrained for competition was asked to exercise in a series of tests. Results indicate that psychological motivation is influenced by physiological parameters that fall within rather narrow ranges; the question is, Which comes first? Heart rate, ventilations, oxygen uptake, and body termperature levels are controlled by factors other than a desire to end the exercise. Physical training probably takes long periods of time because of the time needed for slow biological adaptation to take place. Motivation relates to the capability of the body, acting as a feedback system, to inform the higher centers of break point levels. The desire to be a good athlete must be coupled with the biological capability to adapt to exercise. (Authors/JA)

ED 081 739 SP 006 857
Auxter, David
Throwing Patterns of the Mentally Retarded.
Pub Date 73
Note—7p.; Paper presented at the Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Child Development, *Educable Mentally Handicapped, *Exceptional Child Research, Exercise (Physiology), Mental Retardation, *Motor Development, *Motor Reactions, *Skill Development

This study explored developmental patterns in the acquisition of the gross motor skill of throwing among 110 educable, mentally retarded 7- to 12-year-olds. Each child was examined through cinematographic procedures to discover: a) variance in throwing patterns, b) elements composing throwing skills, and c) sequential integration of the elements for the development of efficient throwing patterns at different levels of development. The criteria used to determine the maturity of the throwing pattern were: a) the number of contributing body parts involved in the throw, and b) the integration of the number of elements of the throw that mediated progressively more efficient throwing patterns. From the above criteria, all subjects were grouped into 15 categories of throwing patterns. Results are discussed; seven references are included. (BRB)

ED 081 740 SP 006 858
Yiannakis, Andrew
Canonical Relationships Among Psychosocial Factors and Sport Preference.
Pub Date 73
Note—16p.; Paper presented at the Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Environmental Influences, *Environmental Research, *Physical Activities, *Physical Education, *Recreational Activities, *Research, Research Methodology

The purpose of this study was to investigate whether sport preference is a random phenomenon or a phenomenon related to specific factors in the background and environment of the participant. In addition, the study explored the feasibility of forming a framework for the systematic analysis of this phenomenon by interrelating findings from independent investigators. A questionnaire was administered to 411 male and female participants in a voluntary sports program at the University of New Mexico in the spring of 1972. The data were treated by means of cannonical correlation, a multivariate procedure which handles a large array of variables in sets rather than individually. It was concluded that preference for specific sports is contingent upon a number of background and environmental factors being present and possibly interacting. Furthermore, this study revealed that by showing how a number of variables interrelate in a manner which permits the linking of these results at a higher theoretical level, a framework can be generated which may aid the systematic analysis of this phenomenon at both practical and theoretical levels. (Author/JA)

ED 081 741 SP 006 859
Yiannakis, Andrew
A Theory of Sport Stratification.
Pub Date [73]
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Environmental Research, *Physical Activities, *Physical Education, *Recreational Activities, *Research, Social Status

An attempt was made to develop a conceptual model to explain and predict why sports are differentially preferred by the various social classes. Rationale and empirical support were provided that indicated that higher class sports tend to be more costly, individual in nature, and noncontact; they also receive relatively lower exposure or publicity in the culture. Based on these variables, predicted social status scores for 39 sports were generated. (Author)

ED 081 742 SP 006 860
Lawson, Hal A.
Characteristics of Students Enrolled in the Voluntary Program of Basic Instruction at the University of Washington.
Pub Date Apr 73
Note—8p.; Paper presented at the Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Evaluation, *Exercise (Physiology), *Physical Activities, *Physical Education, Social Factors, *Student Characteristics

The purposes of this extensive pilot investigation were twofold: a) student input regarding policies and procedures related to the conduct of the voluntary program was solicited; b) more importantly, the investigation was designed to procure relevant data pertaining to the physical activity backgrounds and other selected characteristics of students who elected classes at the University of Washington during the spring quarter of 1971. Classes were randomly selected from six strata; 226 students ultimately completed the questionnaires, which were designed and administered by the investigator. On the basis of specific findings of the investigation, two general conclusions appear to be warranted. First, students who elect physical education at the university have extensive background in both instructional and organized extracurricular programs of physical activity--a finding supportive of the hypothesis that structure begets structure. Secondly, the homogeneity of responses to questions regarding the subject's identification with visible groups of students and their respective participation in social and campus activities constitutes a basis for the hypothesis that students who elect physical education at the college level might constitute a distinct subculture of the total student population. (Author)

ED 081 743 SP 006 862
Stinson, E. W.
Internship, Saskatoon.
Saskatchewan Univ., Saskatoon. Coll. of Education.
Pub Date May 72
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Supervisors, *Program Evaluation, Student Teaching, *Teacher Interns, *Teacher Supervision

Presented is a report of the teacher internship program at the College of Education, University of Saskatchewan, Saskatoon. The internship program is defined, and a brief description of its nature and development is offered. Methods and criteria for selecting participating schools are detailed as are the resulting program changes. Current practices and future projections are also outlined. (JB)

ED 081 744 SP 006 867
Tooshi, Ali
Effects of Endurance Jogging on Cardiovascular System and Body Composition in Middle-Aged Women.
Pub Date 73
Note—5p.; Paper presented at the National Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Exercise (Physiology), Experiments, *Muscular Strength, *Physical Education, *Research, *Running

This study investigated the effects of 30 minutes of endurance jogging on pulse rates at rest, during exercise, and at recovery and eight skinfold fat messures in middle-aged women. Subjects were 15 middle-aged women between 30 and 58 years of age who had not been engaged in any exercise program at least for 1 year. Eight sedentary subjects were used as a control group. The program involved continuous progressive jogging; the intensity of work out was set at 14 minutes per mile at the beginning of the program and increased to 8 minutes at the end of the tenth week. The subjects exercised 30 minutes a day, 5 days a week for a total of 16 weeks. A 6-minute submaximal exercise test was administered to all subjects using a Monarch bicycle ergometer; the fasting body weight and eight skinfold fat measures were obtained from all the subjects, using Lange Skinfold Fat Caliper. Results indicate that 30 minutes of jogging produced a significant reduction in resting, exercise, and recovery pulse rates. A significant reduction occurred in skinfold fat measures, and body weight. (Author/JB)

ED 081 745 SP 006 868
Williams, Melvin H. Thompson, John
The Effect of Variant Dosages of Amphetamine Upon Endurance.
Pub Date 73
Note—17p.; Paper presented at the National Convention of the American Association of Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Drug Education, *Exercise (Physiology), *Health Education, Muscular Strength, *Physical Activities, *Physical Education

The purpose of this study was to provide basic information concerning the acute effects of a small, moderate, and large dose of d-amphetamine sulfate upon muscular endurance; a secondary purpose involved the effect upon resting (R), and submaximal, and maximal (MAX) heart rate (HR). Twelve male university students underwent four separate trials of a progressive work task on an electric bicycle ergometer. Prior to each trial the subject consumed either a placebo (0 mg), small (5 mg), moderate (10 mg), or large (15 mg) dose of d-amphetamine sulfate per 70 kg body weight. A repeated measures ANOVA revealed significant F ratios (P.05) for the RHR and MAX HR. The Neuman Keuls analysis indicated the RHR for the moderate dose was higher than the placebo condition, while all three amphetamine doses elicited a higher maximal heart rate than the placebo. It was concluded that variant dosages of d-amphetamine sulfate do not influence maximal endurance capacity or the heart rate during submaximal exercise, while the effect exerted upon RHR and MAX HR may have been due to chance occurrence. (Author)

ED 081 746 SP 006 869
Thomes, Thomas D. And Other.
The Effect of a Football Season on the Personality of High School Athletes.
Pub Date 73
Note—14p.; Paper presented at the National Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Athletic Activities, *Athletic Coaches, *Athletics, *Personality Assessment, *Physical Education, Recreational Activities
Identifiers—*Football

This study investigated the effect of a competitive football season on the personality dimensions of high school varsity football team players (N=50) Personality data were collected using the Cattell 16 P.F. Questionnaire. Each player was ranked according to general football ability on the basis of a coach's rating. The t-test was used to compare a) the initial and final sten scores of the total group, b) the high- and low-ability groups (N=12 each) initially and finally, and c) the initial and final sten scores of the high and low groups. It found that a) when the total group was compared initially and finally, no significant differences were observed; b) at pre-season testing the high- and low-ability groups differed significantly on factors relating to maturity and trustfulness; c) at post-season testing the high and low groups differed significantly between initial and final testing on the same factor suggesting the observed personality modification was restricted to the high group; and e) no significant differences existed between the pre- and post-scores of the low-ability group on any of the 16 personality factors. It was concluded that the personality of high-ability varsity football players may undergo subtle modifications during a competitive football season while the low-ability players appear unaffected in terms of personality modifications. (Author)

ED 081 747 SP 006 870
Lemen, Mildred, Ed. Washburn, Jo, Ed.
Outing Activities and Winter Sports Guide with Official Rules. July 1973 - July 1975.
American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.
Pub Date 73
Note—161p.
Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. (Stock No. 243-25394 No price quoted)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Camping, *Environmental Education, Guides, *Outdoor Education, Physical Activities, *Physical Education, *Physical Recreation Programs, Recreational Activities, Standards

Presented is a general discussion of outing activities and winter sports. Standards in sports for girls and women are detailed, as is the statement of beliefs of the Division for Girls and Women's Sports (DGWS). Specific articles on camping, hiking, and environmental education are included in the outing section. Articles on skating, skiing, and accident prevention are included in the winter sports section. Bibliographies are presented for each section. (BRB)

ED 081 748 SP 006 871
Higgs, Susanne L.
Maximal Oxygen Intake and Maximal Work Performance of Active College Women.
Pub Date 73
Note—15p.; Paper presented at the National Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Exercise (Physiology), *Females, Heart Rate, *Performance Tests, Physical Activities, *Physiology, *Sex Differences

Maximal oxygen intake and associated physiological variables were measured during strenuous exercise on women subjects (N=20 physical education majors). Following assessment of maximal oxygen intake, all subjects underwent a performance test at the work level which had elicited their maximal oxygen intake. Mean maximal oxygen intake was 41.32 ml./kg./min. and mean maximal heart rate was 185.8 bts./min. In the endurance performance test, the mean run time for all subjects was 4:35.8 minutes. Correlation between maximal oxygen intake and performance time was significant (r=.066). However, a highly significant correlation was obtained between maximal oxygen intake and physical work done during the performance test (r=.64). A two-page bibliography is included, along with three tables of statistical data. (Author/BRB)

ED 081 749 SP 006 874
Van Scotter, Richard D.
Grading in the UPSTEP Secondary Education Professional Year.
Colorado Univ., Boulder. Undergraduate Pre-Service Teacher Education Program.
Pub Date [72]
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Credit No Credit Grading, *Evaluation Techniques, Grades (Scholastic), *Grading, *Pass Fail Grading, *Summative Evaluation
Identifiers—UPSTEP

This article discusses the philosophy of grading in the new secondary education professional year in the Undergraduate Pre-Service Teacher Education Program (UPSTEP) at the University of Colorado. Research and comments, pro and con, regarding different methods of grading are reviewed. The two major methods discussed are letter grades (they provide feedback and are of value in the selection of students for advanced education, but can promote cheating and unimaginative student behavior and can mix heterogeneous learning factors that have different weightings) and pass/fail grades (they make students more relaxed and provide a better learning atmosphere, but do not distinguish among students of different abilities and are used by some teachers to avoid evaluation altogether). Also considered are pass/no record (or credit/no credit) grades, written evaluations, self-evaluations, the contract system, and the mastery approach or performance curriculum. This paper recommends a pass/fail grading system or some variation of it, supplemented by other evaluation procedures. (Related documents are SP 006 875, 006 876, and 006 877.) (JA)

ED 081 750 SP 006 875
UPSTEP. An Occasional Paper.
Colorado Univ., Boulder. Undergraduate Pre-Service Teacher Education Program.
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Education, *Educational Innovation, Educational Objectives, *Liberal Arts, Physical Sciences, *Preservice Education, Social Sciences, *Teacher Education, Teacher Programs
Identifiers—UPSTEP

This document is the first in a series of occasional papers to be published by the Undergraduate Pre-Service Teacher Education Program (UPSTEP) at the University of Colorado (CU). The papers are intended to inform universities, public schools, and educational service agencies about noteworthy innovations in UPSTEP and to publish articles on educational issues of interest to anyone concerned with the education of prospective teachers. "Why Support UPSTEP?" by Donald McGuire of the National Science Foundation is the introductory article that points out the raison d' etre and major goals of the program. "The Margin of Freedom" by John Haas, codirector of CU UPSTEP, explains the motives, methods, and overarching design of this program, which is defined as a vehicle to encourage improved instruction in both liberal arts and teacher education. There are also two interviews with the deans of CU's arts and science department and education department who discuss the effect of UPSTEP on their departments. (Related documents are SP 006 876, 006 877, and 006 874.) (Editors/JA)

ED 081 751 SP 006 876
Van Scotter, Richard D. Smith, Mary Lee
Evaluation in the UPSTEP Program (University of Colorado).
Colorado Univ., Boulder. Undergraduate Pre-Service Teacher Education Program.
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Evaluation, *Evaluation Methods, *Evaluation Techniques, *Program Evaluation, Teacher Education
Identifiers—UPSTEP

Evaluation figures as an important component in the Undergraduate Pre-Service Teacher Education Program (UPSTEP) at the University of Colorado. Its role is as follows: a) to help surface new instructional ideas that are latent in the experiences of staff members and articulate these ideas into program goals, b) to help shape program objectives based on the needs of teacher education, c) to assess the effectiveness of various component and general program operations, and d) to facilitate program changes based on the assessment of operations. During the first year of the program, evaluation has been almost exclusively formative, that is, information has been gathered about the program while it is developing. However, evaluation demands an assessment of program outcomes, and to this end the processes and product of the program have been assessed. (The remainder of the paper is devoted to sections describing the process evaluation and product evaluation of UPSTEP.) (Related documents are SP 006 874, 006 875, and 006 867.) (JA)

ED 081 752 SP 006 877
Structuring and Teaching the Social Sciences: A New Approach to the Social Sciences in Teacher Education.
Colorado Univ., Boulder. Undergraduate Pre-Service Teacher Education Program.
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum Development, Economics, Elementary School Teachers, Political Science, *Preservice Education, Secondary School Teachers, *Social Sciences, *Teacher Education
Identifiers—UPSTEP

The essence of the social science component of the Undergraduate Pre-Service Teacher Education Program (UPSTEP) is a 1-year, 12-semester-hour sequence, "Structuring and Teaching the Social Sciences," designed to present to future elementary and secondary teachers the fundamental ideas of economics, political science, anthropology, sociology, social psychology, and law and to relate these ideas to teaching situations from kindergarten through twelfth grade. The program is structured, interdisciplinary, and oriented towards social reality and the future. The sequence falls in the junior and senior years. Each semester contains a substantive and a methodological phase. In the substantive phase, lectures present the fundamental ideas and structure of each discipline. The methodological phase deals with the relationship of the social sciences to the classroom curriculum and consists of two parts: the curriculum materials workshop, which bridges the gap between lectures and laboratory, and the curriculum laboratory, where students work in committees with case studies. The committees, based on the orientations of the sequence, are the social reality, social problems, environment, and systems committees. (The remainder of the document contains charts, course objectives, and course outlines.) (Related documents are SP 006 874, 006 875, 006 876.) (JA)

ED 081 753 SP 006 879
Pitman, John C.
Summary of Actions Taken by Selected States Involved in Developing Competency-Based Certification Systems.
New England Program in Teacher Education, Durham, N.H.
Pub Date Aug 73
Note—29p.; NEPTE Working Paper
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Organization, Consortia, *Performance Based Teacher Education, Performance Criteria, Performance Specifications, *State Boards of Education, *Systems Development, *Teacher Certification, Teacher Qualifications

This paper reviews actions taken by selected states as they move to implement competency-based teacher education and certification systems (CBTE-CBC). Following a brief discussion of the role of the state in developing CBTE-CBC, three major issues are presented: a) the type of consortium procedures used, b) the manner in which competencies are to be stated, and c) the evaluation of these competencies. Specific examples from various states are presented. General conclusions are also presented, focusing on the states' use of decentralized options applied through some type of consortium. A six-page selected bibliography is included. (BRB)

ED 081 754 SP 006 880
Wood, Samuel E.
Assessing Product Measures Using Systematic Observation.
Pub Date 73

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Development, *Classroom Observation Techniques, Educational Accountability, *Measurement Techniques, *Student Behavior, Student Evaluation, *Teacher Behavior
This presentation is rooted in several years of multidimensional research into the behavior of teacher and pupils; that is, more than a single technique is used simultaneously, each assessing a different dimension of the interaction. One promising outcome of findings is the possibility of measuring pupil growth by means of observational systems. Not only does this technique reduce the amount of reliance placed on paper-pencil instruments, but is far more descriptive since it assesses pupil behavior (growth) during the learning process, over a longer duration of time, and at several subsequent intervals rather than during a single assessment. Furthermore, the notion of systematic observation tends to open up the parameters of growth measurement. Pupils can be observed/assessed as they behave and interact in a natural, relatively threat-free situation. Finally, techniques of this sort complement the spirit of self-evaluation and self-improvement as they relate to teacher competence and accountability, since the teacher is given "handles" for controlling his behavior. (Author)

ED 081 755 SP 006 881
Carlson, Robert And Others
Mississippi Perceptual Motor Symposium Proceedings (Jackson, April 20-21, 1973).
University of Southern Mississippi, Hattiesburg. Coll. of Education and Psychology.
Pub Date Apr 73
Note—125p.
Available from—Mississippi Special Olympics, Box 5174 Southern Station, Hattiesburg, MS 39401
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Neurological Organization, *Perceptual Motor Coordination, *Physical Development, *Physical Education, Physical Health, Psychomotor Skills, Reaction Time
Presented are the proceedings of the Mississippi Perceptual-Motor Symposium, April 20-21, 1973. Included are papers on motor development, models for perceptual motor programming, children with minimal brain damage, effects of learning games or academic abilities, research on perceptual motor measures, and programs for motor development. (JB)

ED 081 756 SP 006 886
Personalized Experiential Preparation.
Harris Teachers Coll., St. Louis, Mo.
Pub Date [73]
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Field Experience Programs, Human Relations, *Inservice Education, *Performance Based Teacher Education, *Preservice Education, Programs, Teacher Certification, *Teaching Experience
The Personalized Experiential Preparation (PEP) program is a field-centered, competency-based teacher education model that offers an alternative route to professional preparation and certification for students at Harris Teachers College, St. Louis, Missouri. The program is individualized and flexible enough to allow each participant to set his own goals. It has a strong human relations thrust--the Personal and Interpersonal Development component--which enables participants to improve their own personal and interpersonal skills and learn to work with others in small- and large-group situations in a variety of settings. The PEP field centers are the bases for the professional coursework and accompanying supervised classroom practice engaged in by students. In-service training for participating field center teachers is also conducted in these centers. Other types of field centers are planned: a) Teacher Service Centers for classroom teachers who wish to participate in various staff development activities and b) Portal Schools where assistance and training are provided for new teachers. The project is being phased in over a 3-year period. It utilizes a consortium arrangement with the St. Louis Public Schools which involves district superintendents, principals, classroom teachers, and persons. (Author)

ED 081 757 SP 006 887
Scandura, Joseph M.
Structural Learning and the Optimization of Open Education. Report No. 71.
Pennsylvania Univ., Philadelphia. Mathematics Education Research Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Feb 73
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Class Management, Educational Development, *Educational Improvement, Educational Psychology, *Instructional Design, *Instructional Innovation, *Open Education
Identifiers—Structural Learning
This article is based on two main theses: a) qualitative improvements in education will not come about as a result of rhetoric or superficial proposals for solutions made by the so-called new breed or educators, but rather as a result of a deeper understanding of the teaching-learning process and the development and use of new and better principles of educational design; b) theoretical bases for qualitative improvements in educational design already exist and should be used more widely by educators. The paper is subdivided as follows: a) a brief review of the recent history of educational psychology to provide a perspective for later remarks; b) a summary of some of the more immediately relevant portions of a new theory of structural learning; c) a discussion of how the theory might be extended to provide a basis for conceptualizing the teaching-learning process, involving realistic content, and optimizing instruction; d) a taxonomy based on this conceptualization for classifying various types of instruction ranging from the open classroom to more classic examples of classroom management. (Author/JA)

ED 081 758 SP 006 891
Van Mondfrans, Adrian P. Hiscox, Suzanne B.
Microteaching: Variations of the Model.
Pub Date Feb 73
Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cost Effectiveness, *Microteaching, *Protocol Materials, Teaching, *Teaching Skills, Video Tape Recordings
Microteaching as developed at Stanford University has received much attention from educators, but the model has not been adapted in many institutions due to the cost and time involved. To help professionals evaluatemicroteaching at their institutions, this paper looks at the rationale and effectiveness of the full model as developed at Stanford and at its adaptions. An attempt is made to determine optimal models for specific instructional needs. (Author)

ED 081 759 SP 006 901
DeBloois, Michael L.
The Development of New Instructional Models.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Div. of Assessment and Coordination.
Pub Date [71]
Contract—OEC-0-71-3343
Note—127p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Inservice Education, Instruction, *Instructional Materials, *Instructional Technology
In the general areas of in-service training and curriculum development, a significant level of innovation has occurred over the past decade. New and promising instructional models have been designed and are being implemented that offer alternatives to the traditional models used for the public schools. The purpose of this study is to identify and describe various new instructional models, to interrelate the diverse components of the different models, and to identify a set of variables that are common to each of the new models. Models can be categorized according to a) general purpose, b) environmental setting, c) decision patterns, d) student grouping patterns, e) instructional group settings, f) teaching focus, g) staff functions, h) teaching methods implied by the model, i) time usage prescribed, j) sociopsychological factors, and k) evaluation structures. (Author/JB)

ED 081 760 SP 006 902
Mayhew, Lewis B.
Elements of Institutional Change Process.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Div. of Assessment and Coordination.
Pub Date [71]
Note—129p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Change Agents, *Educational Change, Educational Development, Educational Innovation, *Higher Education, Institutional Role
Herein are discussed the conditions that, if met, appear to be favorable to change in institutions of higher education; some of the barriers to change in institutions of higher education; the effectiveness of a number of specific devices for change in higher education; the categories of change that are open to colleges and universities and the broad techniques and strategies that have or have not worked in bringing change to them; and, finally, generalizations on the innovative process. [Reproduced from best available copy.] (Editor)

ED 081 761 SP 006 905
Bhaerman, Robert D.
Report of a Literature Search and Analysis of the Findings of That Search.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Div. of Assessment and Coordination.
Pub Date Sep 71
Note—103p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Differentiated Staffs, Incentive Systems, *Merit Pay, *Merit Rating Programs, *Salary Differentials, *Teacher Employment, Teacher Rating, *Teacher Salaries
This study researched a) the current reward system for educational personnel in elementary and secondary schools and b) the efforts being made toward changing this reward system. Several reward systems, or merit approaches, were investigated. The most important is the use of a single salary which is based on years of teaching experience and level of preparation. The efforts being made to change this approach include a) the compensable factor method, b) management criteria, c) linear programming, d) differentiated staffing, e) merit pay (old style), and f) merit pay (new style). Two plans that combine these approaches are a) the Hawaii plan, which combines differentiated staffing, accountability, work schedule, and career development factors and b) the Clark plan, which is a mixture of differentiated staffing and merit pay (new style). Other efforts to change the reward system are fluid hierarchy, performance-based certification, Planning Program-Budgeting System (PPBS), combat pay, and the extended school year. (Generalizations from this research are presented along with a summary of the single salary schedule, reprinted from "American School Board Journal," May 1970, p.24. The bibliography for this work is available through the ERIC Clearinghouse on Teacher Education's local file, SP 006 926.) [Reproduced from best available copy.] (BRB)

ED 081 762 SP 006 906
Johnson, William D.
Preparing Teachers to Teach Brunerian Curricula.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Div. of Assessment and Coordination.
Pub Date Sep 71
Note—166p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Development, Educational Development, *Educational Methods, Methodology, *Teacher Education, Teacher Educator Education
Identifiers—Bruner (Jerome S)
Herein are discussed the relationship of Brunerian methodology to teacher training models; some attempts to implement Bruner's model of the relationship of school tasks to cognitive levels, grade placement of material, inquiry learning, motivation, and audiovisual efforts; and the preparation of teachers for the new curricula, including instituting the new curricula, preparing teachers to teach the new curricula, and prepar-

ing teachers of teachers for the new curricula. (Editor)

ED 081 763 SP 006 910
Peck, Roger H.
The Utilization of Simulation in Teacher Preparation.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Div. of Assessment and Coordination.
Pub Date Sep 71
Note—153p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Inservice Teacher Education, *Preservice Education, *Simulation, *Teacher Education, Teaching Experience, *Teaching Methods
This paper discusses the use and purposes of simulation in teacher preparation. The theoretical dimensions of instructional simulation and some current simulation programs for the pre- and in-service education of teachers are presented. Advantages and disadvantages of simulation are discussed as well as unresolved issues surrounding the use of this technique. A detailed description of three simulation programs is presented. They are a) Project Insite, b) Low-Cost Instructional Simulation for Teacher Education, and c) Inner-City Simulation Laboratory. (JB)

ED 081 764 SP 006 912
Peeler, Thomas H. Shapiro, Jerome R.
A Focus on the Cooperative Reorganization of Pre-Service and In-Service Teacher Education Programs.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Div. of Assessment and Coordination.
Pub Date [71]
Note—120p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*College School Cooperation, *Educational Innovation, *Inservice Teacher Education, Instructional Innovation, *Preservice Education, *Teacher Education
Herein are discussed the traditional model of local school development in preservice education, including its weaknesses; selected models of preservice education stressing local involvement, including the Florida Experimental Program in Elementary Education, the Cooperative Student Teacher Center Concept, the Mercer County Teacher Education Center, other variations on the traditional model, and the Model Teacher Education Project of the U.S. Office of Education; local school involvement in in-service education, both past and present; emerging trends of in-service education in the 1970s; and the reorganization of teacher education. (Editor)

ED 081 765 SP 006 913
Woodruff, Phillip H.
British Primary Education - Components of Innovation.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Div. of Assessment and Coordination.
Pub Date Aug 71
Note—134p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Agency Role, Educational Innovation, *Educational Programs, International Education, *Open Education, *Primary Education, *Teacher Role
Identifiers—*British Education, Oxfordshire
Herein are discussed the reactions of visitors to the Oxfordshire schools; the new elements common to education in all the Oxfordshire schools, including vertical grouping, "unstreaming," open education, the integrated day, and the integrated curriculum; the role of the teachers in Oxfordshire's primary schools; the role of various agencies and institutions in the Oxfordshire primary schools, including the advisory service, Her Majesty's inspectors, the museum service, the teachers' centers, and the schools council; and the lessons for American education that can be drawn from Oxfordshire's primary schools. (Editor)

ED 081 766 SP 006 915
Harper, Christine J. Struna, Nancy L.
Case Studies in the Development of One-Handed Striking.
Wisconsin Univ., Madison. Dept. of Physical Education.
Spons Agency—Wisconsin Alumni Research Foundation, Madison.
Pub Date Apr 73
Note—6p.; A report to the Research Section, National Convention of the American Association for Health, Physical Education and Recreation (Minneapolis, April, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Development, Lateral Dominance, Maturation, *Motor Development, *Muscular Strength, *Physical Development, *Physical Education
This report describes the movement characteristics of a three year old boy and girl as they performed a one-handed striking task over a one year period. Observations were made at 4 month intervals as part of a filmed, longitudinal study on the development of motor patterns. The one-handed striking pattern was elicited by asking the children to hit a suspended ball as hard as possible toward a wall. Over a year's time the girl's pattern changed from a) no weight shift to a shift of weight with a step toward the ball, and b) from initiation of the motion with horizontal adduction of the striking arm to initiation of the motion using simultaneous pelvic and spinal rotation. Two major changes observed in the boys pattern were a) progressively longer stride toward the ball and b) a progressively greater pelvic and spinal rotation. (Additional movement characteristics are observed and noted.) (Author/JB)

ED 081 767 SP 006 917
McCampbell, James F. Schwartz, Henrietta
A Management Approach to Research in Experimental Programs.
Chicago Univ., Ill. Ford Training and Placement Program.
Pub Date 28 Dec 72
Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Management Development, Management Education, *Teacher Administrator Relationship, *Teacher Education, *Teachers
Presented is an analysis of the Ford Training and Placement Program from a managerial research point of view. It attempts four things: a) it explains the context that motivated its being written; b) it explains briefly its managerial stance; c) it applies that stance to selected training groups within the program; and d) it draws some conclusions about the weaknesses and strengths of its approach to formulating and answering significant research questions. (JB)

ED 081 768 SP 006 918
Waller, Michael Soltz, Donald
The Classical Psychometric Method of Evaluation of FTPP.
Chicago Univ., Ill. Ford Training and Placement Program.
Pub Date Jan 73
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Beginning Teachers, College School Cooperation, *Evaluation Techniques, Performance Criteria, Program Evaluation, *Psychometrics, *Teacher Education, Teacher Improvement, *Teacher Programs, Teacher Selection
Identifiers—Competencies, Ford Training and Placement Program, *FTPP
Data collected from one high school was evaluated to exemplify how the psychometric method was applied to the Ford Training and Placement Program (FTPP). Evaluation of the FTPP relied on both affective, paper-and-pencil measures and classroom observations. It was the concern of this investigation to discover differences between Ford and non-Ford subjects. An analysis of covariance design, with pretest scores covaried out, revealed few significant differences in posttest scores. A difference in three personality measures seemed to support the validity of the teacher selection process. The lack of other differences between Ford and non-Ford individuals may not reflect shortcomings on the program so much as the inappropriateness of the measures used. A tighter connection between program and evaluation would have made an adequate summative evaluation possible. (Author/JA)

ED 081 769 SP 006 919
Kimmons, Ron
The Historical Method of Inquiry in a Teacher Training Program: Theory and Metatheory.
Chicago Univ., Ill. Ford Training and Placement Program.
Pub Date Feb 73
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Historical Reviews, *Program Development, *Program Improvement, Systems Approach, *Teacher Education, *Teacher Programs
Identifiers—Ford Training and Placement Program, *FTPP, Historical Method of Inquiry
A historical method of inquiry can be applied to an experimental teacher training program, specifically, the Ford Training and Preparation Program (FTPP). The historical method requires gathering a lot of loose ideas and events that have been part of the project and hanging them together in an integrated way. To achieve this, two organizing principles, the teleological approach and the systems approach, are utilized in constantly shifting focus to detail the development of the FTPP. In the teleological approach the program has an inherent purpose or end that can be found by studying an article by the founder of the FTPP on how to train school personnel. This article is called the program's "metatheory." The systems approach views the same article as having logical constructs, derived from systems theory, for approaching the training of teachers. In this approach, the article is called the program's "theory." These two approaches comprise the best way of explaining the components of an experimental program within a historical context. (JA)

ED 081 770 SP 006 923
Ware, William B. And Others
The Role of Behavioral Objectives in Accountability.
Pub Date [72]
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Behavior Change, *Educational Accountability, *Educational Objectives, Educational Philosophy, *Evaluation Criteria
The thesis of this paper is that the ideas expounded in the booklet "Educational Accountability", by Arthur W. Combs, do little to clarify the issues and that a very limited and biased delineation of educational accountability and its behavioral objectives has been presented. It seeks to clarify the situation by examining the ideas of Combs in light of what already has been published in the literature. A synopsis of the booklet's arguments against behavioral objectives and its proposed alternatives is discussed with respect to other literature, followed by an evaluation of the alternatives proposed by Combs. (JB)

ED 081 771 SP 006 927
Dienes, Barbara Connelly, F. Michael
A Case Study of Teacher Choice and Deliberation. Analysis of Deliberate Sessions.
Pub Date [73]
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Information Dissemination, *Information Needs, *Teacher Behavior, *Teacher Characteristics, *Teachers
This paper presents a theoretical account of an 18-month case study of seven teachers concerned with curriculum development. A conception of the eclectic and problematic habits of mind required by intelligent teacher deliberation and choice is presented. The generation of useful information for teachers is given as a goal for this study. Usefulness, for the purposes of this analysis, is further defined in two respects: a) what the teachers claim to be useful; and b) what the project staff perceive to be useful to the teachers. A detailed analysis of the above two categories is given. An appendix recording problems stated by teachers and comprising 33% of the document is given. (JB)

ED 081 772 SP 006 928
Campbell, Donald E. Foster, Roy A.
Item Analysis of Kilander Health Knowledge Test Using Four Independent Populations.
Spons Agency—Oregon State Univ., Corvallis. Graduate Research Council.
Pub Date [73]
Note—21p.; Paper presented at the National Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minn., April 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation, *Health Education, Health Programs, *Test Construction, *Testing, *Test Validity
The Kilander Health Knowledge Test is analyzed, based on responses of four independent groups, to determine if response tendencies to test items were peculiar to groups studied and if test items retained independence regardless of the population group. The 1969 edition of the Kilander Health Knowledge Test was administered to all ninth- and twelfth-grade students attending a high school representing both a high and low socioeconomic level. The test was deemed to be sensitive to response tendencies of independent population groups. Analysis procedures also established that test item categories were independent regardless of the population. (JB)

ED 081 773 SP 006 929
Assisting in the Classroom. An Individualized Volunteer Education Module.
Dade County Public Schools, Miami, Fla. Dept. of Staff Development.
Spons Agency—Florida State Dept. of Education, Tallahassee.; Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Environment, *Elementary Grades, *Performance Based Teacher Education, Performance Specifications, Teaching Skills, *Training Objectives, *Volunteer Training
Three "enabling objectives" or learning modules comprise a learning package designed to train volunteers to assist classroom teachers. Objective 1 requires that the volunteer study and identify the 12 duties described in the "Handbook for Volunteers." Objective 2 asks that he be able to identify additional sources for help in volunteer work, and Objective 3 requires that he identify, in himself and others, those attitudes which both help and hinder student rapport. (JB)

ED 081 774 SP 006 930
Helping Students Develop Appropriate Behavior. An Individualized Volunteer Education Module.
Dade County Public Schools, Miami, Fla. Dept. of Staff Development.
Spons Agency—Florida State Dept. of Education, Tallahassee.; Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Environment, *Elementary Grades, *Performance Based Teacher Education, *Performance Specifications, Teaching Skills, *Training Objectives
This module attempts to apply the learning principles of positive reinforcement to the teaching of elementary grades. Its focus is on what the teacher can do to facilitate learning in the classroom. The package provides selection criteria that enable the teacher to produce appropriate classroom behavior. (Five specific enabling objectives and methods for learning them are enumerated, and worksheets appropriate to each one are given.) (JB)

ED 081 775 SP 006 931
Building One-To-One Relationships. An Individualized Volunteer Education Module.
Dade County Public Schools, Miami, Fla. Dept. of Staff Development.
Spons Agency—Florida State Dept. of Education, Tallahassee.; Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—82p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Interpersonal Relationship, *Performance Based Teacher Education, *Performance Specifications, *Teaching Skills, Training Objectives, *Training Techniques
This module provides instruction in increasing positive interpersonal relationships. As a performance-based module, it requires the application and practice of specific verbal interpersonal skills in a real setting until their mastery is demonstrated. A continuous cycle of input--concept formation--application--feedback--and evaluation leads to a clearly defined and obtainable performance objective. (Worksheets, study sheets, and a description of enabling activities for each of a series of objectives are given. Also included are preassessment and postassessment questionnaires.) (JB)

ED 081 776 SP 006 932
Becoming a School Volunteer. An Individualized Volunteer Education Module.
Dade County Public Schools, Miami, Fla. Dept. of Staff Development.
Spons Agency—Florida State Dept. of Education, Tallahassee.; Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Environment, *Elementary Grades, *Performance Based Teacher Education, *Performance Specifications, Teaching Skills, Training Objectives, *Volunteer Training
Four sequential mini-modules comprise a learning package designed to train the elementary school volunteer. The first module explores the needs and goals of program volunteers and developers. The second module asks the volunteer to summarize his interests, abilities, and activities and analyze those personal characteristics that might effect his work. The third module requires that the student learn to plan for his first official acts as a volunteer, and the fourth module trains the volunteer to identify resources that will aid in his continued growth. (A training for feedback sheet is enclosed.) (JB)

ED 081 777 SP 006 933
Using the Services of a School Volunteer. An Individualized Volunteer Education Module.
Dade County Public Schools, Miami, Fla. Dept. of Staff Development.
Spons Agency—Florida State Dept. of Education, Tallahassee.; Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Paraprofessional School Personnel, School Aides, *Staff Orientation, *Staff Utilization, Student Teachers, Teacher Education, Teacher Responsibility, *Training Techniques, *Volunteers
This module is designed to instruct students and staff on methods for the successful use of the services of a school volunteer. Mini-Module 1, "-Preparing for a School Volunteer," lays the foundation for the module and is divided into four objectives. By performing these objectives, the participant achieves the following: a) identifies the duties of the volunteer and factors in his own personality that may help or hinder his objectives; b) informs the staff of the goals of the volunteer program; c) organizes the volunteer's site material and equipment; and d) plans procedures for explaining the equipment to the volunteer. Mini-Module 2, "Making the Most of a School Volunteer," has the following as its terminal objective: the participant will plan with, monitor the actions of, and critique his assigned volunteer according to selected criteria. (Included in this document are sample evaluation and critique sheets and introductory material on how to administer the module.) (JA)

ED 081 778 SP 006 934
Tutoring in Reading and Mathematics. An Individualized Volunteer Education Module.
Dade County Public Schools, Miami, Fla. Dept. of Staff Development.
Spons Agency—Florida State Dept. of Education, Tallahassee.; Office of Education (DHEW), Washington, D.C.
Pub Date [71]
Note—74p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Environment, *Elementary Grades, *Performance Based Teacher Education, Performance Specifications, Teaching Skills, *Training Objectives, *Volunteer Training
This module provides performance criteria for the development of interpersonal skills that are instrumental to a tutor developing the math and reading skills of elementary students. It is comprised of three mini-modules dealing with the following: a) the tutor's role, b) tutoring tips, and c) games and activities for reading and math tutors. (Worksheets for each mini-module are enclosed as is a training device.) (JB)

ED 081 779 SP 006 935
A Handbook for Volunteers.
Dade County Public Schools, Miami, Fla. Dept. of Staff Development.
Note—61p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Occupational Information, *Paraprofessional School Personnel, *School Aides, *Staff Orientation, *Volunteers
This document is a handbook for those participating in the School Volunteer Program of the Dade County Public Schools. It offers tips for attitude orientation, maps, lists of participating schools, procedures and policies of the program, and job descriptions of all jobs open to the school volunteer. Tasks are described for assistants in arts and crafts, audiovisuals education, physical education, special education; for assistants in classroom, clinical, clerical, library, and supervisory work; for a storyteller/book reviewer; and for a Spanish translator. (JA)

ED 081 780 SP 006 943
O'Donnell, John F.
The English Methods Course: An Interpretation.
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*English Curriculum, English Instruction, *Methods Courses, *Preservice Education, *Secondary Education, Teacher Education, *Teacher Education Curriculum
This paper describes an undergraduate English methods course for secondary education. The required texts are listed along with long term assignments. A section on each of the following subjects to be covered in the course contains model questions to be asked of the students, sources for the answers, and writing and other assignments: a) English instruction in the secondary school; b) you as a teacher; c) two directions toward a viable instructional strategy for English; d) linguistics and the teaching of English: the scientific method in the classroom; e) writing: the student as teacher, the teacher as editor, and technology as teaching assistant; f) literature as exploration and discovery; and g) the study of music ecology. (BRB)

TM

ED 081 781 TM 003 141
Katz, Martin
Selecting an Achievement Test: Principles and Procedures.
Educational Testing Service, Princeton, N.J.
Pub Date 73
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Tests, Educational Testing, *Norms, Standardized Tests, *Test Reliability, Test Results, Tests, *Test Selection, *Test Validity
The recommended procedure for achievement test selection is presented. Following a review of some fundamental definitions of statistical properties of achievement tests (validity, reliability, and norms), major considerations to be applied in selecting achievement tests are discussed. These considerations are: (1) the characteristics of the school population, (2) the content and objectives of the curriculum, (3) the purposes of testing, and (4) the use of test scores. An appendix provided a list of U.S. publishers of standardized tests who issue test catalogs. (DB)

ED 081 782 TM 003 142
Humphry, Betty
Development and Analysis of a Taped and Written Test for Guidance Counselors: A Pilot Study.
Educational Testing Service, Princeton, N.J.
Report No—ETS-TDR-73-1
Pub Date Apr 73
Note—42p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Counselor Evaluation, Graduate Students, Guidance Personnel, Higher Education, *Multiple Choice Tests, Questionnaires, Statistical Analysis, Tape Recordings, *Test Construction, *Testing Programs, *Test Results
Identifiers—*Guidance Counselor Test

The two phases in the development and tryout of a Guidance Counselor Test to be added to the National Teacher Examinations Program are discussed. In Phase One, a 150-item written test and a 50-item written test based on taped stimulus material were produced. Each test consisted of five-choice multiple-choice questions. In Phase Two, the tests were administered during May-July 1972 to a sample of 129 college students who were completing work on a Master's Degree in Guidance and Counseling. Five institutions were represented in the study. In addition to taking the tests, each candidate completed a self-report Questionnaire Data Form. Several types of analyses were carried out, including two item analyses (one for the written test and one for the taped test). An intercorrelation matrix showing the correlations between the test and their various subscores was also obtained. Ten stepwise regression analyses were run, each being based on a continuous variable derived from the questionnaire and used as a dependent criterion variable, with the written and taped tests used as independent variables. Feedback from the candidates about the tests was, in general, positive. Results are provided as related to item and test characteristics, intercorrelations among the subscores on the written and taped tests, and relationships between questionnaire data and test scores. A table presents multiple correlations of combinations of taped and written subscores with criterion variables. The Questionnaire Data Form with scoring specifications and the Test Evaluation Form are provided. Tables in an appendix present intercorrelations among the taped test and written test, reliabilities of the subscores for the two tests, and zero-order correlations of the tests subscores with criterion variables. (DB)

ED 081 783 TM 003 143
Multiple Choice Questions: A Close Look.
Educational Testing Service, Princeton, N.J.
Pub Date 73
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Tests, *Multiple Choice Tests, *Objective Tests, *Statistical Analysis, *Test Construction, *Test Results

A sample of 22 multiple-choice questions is provided to point up the potentialities of this type question, as well as to dispel the myth that "objective" tests require no thought, insight, or understanding. The questions have been taken from a variety of tests constructed by Educational Testing Service, and are presented as they appeared in the original tests, with the directions, when given, as they were given to the students. Each question is followed by a statistical analysis of its performance and by a brief discussion of the thought processes involved in formulating the questions and arriving at the correct answer. (DB)

ED 081 784 TM 003 144
Making the Classroom Test: A Guide for Teachers.
Educational Testing Service, Princeton, N.J.
Pub Date 73
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Tests, American History, Arithmetic, Biology, Elementary Grades, English, Guides, *Scoring, Secondary Grades, Statistical Analysis, *Student Testing, *Teacher Developed Materials, *Test Construction, Tests

The plans and procedures used by four teachers in making good tests are presented, and examples are given to serve as guides. The four tests are: An Objective Achievement Test on Fifth-Grade Arithmetic; An Essay Test to Measure a Special Ability in Eighth-Grade American History; A Tenth-Grade Biology Test Especially Designed to Rank Students in Order of Ability; and A Twelfth-Grade English Test for Diagnosing Common Errors in Usage and Spelling. Following descriptions of the tests, basic rules of test-making illustrated by the four tests are given; these are: (1) have the purpose of the test clearly in mind, (2) make a careful plan for the test questions; (3) if test is mainly diagnostic in a basic skill area, prepare at least 10 questions (preferably more) for each subtest used; (4) to find out how well the class has mastered a particular unit of study, make a test which parallels the work in class, and (5) to rank a selected group of students in order of their achievement, the questions hould be on "critical" points of learning. Special problems in writing and scoring tests are determining when essay questions and when objective questions should be used, writing questions that are understandable, stating questions so that there can be only one interpretation, improving reliability in scoring essay questions, the kind of statistical analysis the teacher should make of test questions, and when to use a published test and when the teacher should make his own. (DB)

ED 081 785 TM 003 145
Diederich, Paul B.
Short-Cut Statistics for Teacher-Made Tests.
Educational Testing Service, Princeton, N.J.
Pub Date 73
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Correlation, Guides, *Item Analysis, *Standard Error of Measurement, Statistics, Teacher Developed Materials, *Test Reliability, *Test Results

Written by an ex-Latin teacher, short-cuts to analyzing test results for the non-mathematical teacher are provided. Discussions are given of item analysis (item analysis by a show of hands, standards for test items: success, standards for test items: discrimination, and the second stage of item analysis. The standard error is then presented (the standard error of a test score, estimated standard errors of test scores, when two test scores are "really" different, levels of significance, philosophic digression, the standard error of an average, standard error of a difference between averages). Test reliability computation is then described, and the way to compute a simple type of correlation for a class of average size is presented. (DB)

ED 081 786 TM 003 147
Tyrrel, Tom G.
Title I in South Dakota. Evaluation Report Fiscal Year 1970.
South Dakota State Dept. of Public Instruction, Pierre.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date [70]
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Community Involvement, *Compensatory Education Programs, *Disadvantaged Youth, *Educationally Disadvantaged, Elementary Grades, Expenditures, *Federal Programs, Inservice Education, Parent Participation, Preschool Education, *Program Evaluation, Secondary Grades, Statisticai Data, Student Testing, Tests
Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *South Dakota

Results of the evaluation of the 244 Title I programs in South Dakota for the fiscal year 1970 are provided. The sections of the report are as follows: Purpose of Evaluation; Basic State Statistics; State Department Staff Visits; Changes in SEA Procedures; Effect upon Educational Achievement; Effects on Administrative Structure and Education Practices; Additional Efforts to Help Disadvantaged; Success of Title I in Nonpublic Schools; Teacher-Teacher Aide Training Programs; Community and Parental Involvement; Major Problem Areas; and Financial Data. (DB)

ED 081 787 TM 003 148
Proceedings of the State Advisory Committee on the Assessment of Educational Quality (1st, Harrisburg, Pennsylvania, February, 1968).
Pennsylvania State Dept. of Public Instruction, Harrisburg.
Pub Date Feb 68
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *Educational Quality, Evaluation Criteria, *Program Evaluation, Program Planning, *State Programs, *Student Testing, *Testing Programs
Identifiers—*Pennsylvania

Proceedings of the first meeting of the State Advisory Committee for the Pennsylvania Bureau of Quality Education Assessment are provided. The proceedings are comprised of the following: Superintendent's Message; Charge to the Committee; The Plan for Assessing Educational Quality in Pennsylvania; What Will Quality Education Assessment Measure?; Progress Report on the National Assessment Project; Summary of Comments and Suggestions; and Conclusion. Concerns of the committee were related to the sampling procedure for the April 1968 testing, the drawback of the plan in the reliance on paper and pencil self-report instruments, the items language in terms of difficulty level and of semantics, the working of certain items which seemed to imply a value judgment of the behavior in question, and the need to establish a list of "guidelines" for teachers concerning the nature of the assessment and its purposes. (DB)

ED 081 788 TM 003 149
Levels of Educational Performance and Related Factors in Michigan: A Supplement.
Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services.
Report No—Assess-R-9
Pub Date Dec 70
Note—96p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, Data, *Data Collection, *Evaluation Criteria, Grade 4, Grade 7, Measurement Instruments, Norms, *Profile Evaluation, *Program Evaluation, *State Programs, Student Evaluation, Tables (Data)
Identifiers—*Michigan

The ninth in a series of reports of the Michigan Educational Assessment Program, this report contains education profiles for Michigan's geographic regions and community types. Three types of profiles are provided: (1) profiles constructed from district-level assessment results, (2) profiles constructed from school-level assessment results, and (3) profiles constructed from pupil responses to the 1969-70 assessment battery. The report contains five major chapters. The first states three types of precautions that must be exercised in the interpretations of the data, and provides descriptions of the assessment measures used. The second chapter explains the education profiles, and the regions and community types. In the third chapter, education profiles constructed from school district scores are presented; the fourth presents education profiles constructed from school scores; and the fifth presents education profiles constructed from pupil scores. The third, fourth, and fifth chapters all contain eight profiles of grades 4 and 7 for each of the state's four geographic regions. Each of the education profiles is accompanied by a summary of findings. Twenty-four tables present the statistical data. (Author/DB)

ED 081 789 TM 003 150
Evaluation Bibliography: Parent, Child Decision Makers.
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TADSCRIPT-2
Pub Date 73
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age Groups, *Annotated Bibliographies, *Children, Early Childhood, *Measurement Instruments, *Parents, *Tests

This annotated bibliography of tests for children and parents covers tests for children age 0-6 months, 6-12 months, 12-24 months, 24-36 months, 36-48 months, and 48 months and up. The tests measure one or more of the following dimensions: language, cognition, self-help, social-affective, visual-motor, or physical health. The nine tests for parents cited are: Baughman and Dalstrom Parent Interview Schedule; Fels Parental Behavior Rating Scales; How I See Myself Scale; Inventory of Home Stimulation; Parental Attitude Research Instrument; Porter Parental Acceptance Scale; Project Head Start National Impact Study Parent Interview Study; Sarason Adjective Check-List and Parent Interview; Shoben USC Parent Attitude Survey; and State-Trait Anxiety Inventory. Addresses are given for publishers and developers of tests. (DB)

ED 081 790 TM 003 151
Morstain, Barry R.
Student Orientations Survey (Form D). Preliminary Manual.

Delaware Univ., Newark. Div. of Academic Planning and Evaluation.
Pub Date 73
Note—58p.
Available from—Barry R. Morstain, University of Delaware, Newark, Delaware (no price quoted)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*College Students, Correlation, Educational Research, Higher Education, Manuals, Norms, Profile Evaluation, *Questionnaires, *Reliability, Scoring, Statistical Analysis, *Student Attitudes, Tables (Data), *Validity
Identifiers—SOS, *Student Orientations Survey
The Student Orientations Survey (SOS) is a research inventory designed to assess students' expressed attitudes regarding curricular-instructional policies, their views on preferred modes of learning, student-faculty roles, etc. The SOS provides a means of profiling students' general orientations toward various philosophies, purposes, and processes related to a college education. Of the 10 scales of the questionnaire, five deal with the "preparatory" orientation to college, and five relate to a general "exploratory" orientation. The five preparatory are Achievement, Assignment Learning, Assessment, Affiliation, and Affirmation. The five exploratory are Inquiry, Independent Study, Interaction, Informal Association, and Involvement. Descriptions of these scales are given. Estimates of scale reliability were derived through the calculation of a coefficient alpha statistic. With one exception, the reliability estimates are in the .70 to .80 range, as based on responses of 2,468 undergraduates. Low to moderate negative correlations were found between the preparatory and exploratory scales. Several analyses related to the validity of the SOS scales are reported. The SOS has potential use in a variety of research modes, both in a descriptive and experimental context; some of these uses are discussed. Administering the SOS is described as to availability, scoring, costs, reporting format and optional analyses. Normative data for aid in the interpretation of the SOS results and for institutional/curriculum comparisons are provided in eight tables. An appendix provides scale descriptions, component items, and item-scale score correlations. (DB)

ED 081 791 TM 003 152
Evaluation Guidelines for Multicultural/Multiracial Education. Designed Primarily for Secondary Schools.
National Study of School Evaluation, Arlington, Va.
Pub Date 73
Note—57p.
Available from—National Study of Schools Evaluation, 2201 Wilson Boulevard, Arlington, Virginia 22201 (no price quoted)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Cultural Education, Educational Philosophy, *Evaluation Criteria, Evaluation Techniques, Guides, *Program Evaluation, Questionnaires, *Racial Attitudes, Secondary Grades, Self Evaluation, Social Development
These guidelines, designed for voluntary, optional use by schools, are intended to aid the school in collecting data for self-evaluation or external team evaluation of its program of multicultural/multiracial education. The three pivotal points of the evaluation are: (1) the characteristics of the school and its community, (2) the schools general philosophy and objectives, and (3) the specific commitments the school has made to educating its young people for a pluralistic society. The chapters of the guide are: I. Fundamental Commitments; II. The School and Community Setting; III. The Central Office Context; IV. School Structure Relating to Multicultural/Multiracial Education; V. The Educational Program; VI. Studet Personnel Services; VII. Process of Involvement and Decision-Making in Multicultural/Multiracial Education; VIII. Change and Improvement in Multicultural/Multiracial Education; and IX. Evaluation of the School's Efforts Towards Multicultural/Multiracial Education. Each of the chapters contains evaluation questions. Provided as addenda to the guide are the Student Opinionnaire: A Short-Form Survey Instrument, and the Teacher Opinionnaire: A Short-Form Survey Instrument. (DB)

ED 081 792 TM 003 153
Goals for Education in Georgia.
Georgia State Dept. of Education, Atlanta. Georgia Assessment Project.
Pub Date 70
Note—55p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Objectives, *Educational Programs, *Individual Development, *Program Content, *Program Evaluation, *Program Planning, *State Action, Technical Reports
Identifiers—*Georgia
This final report of the Advisory Commission on Educational Goals for the State of Georgia discusses product goals and enterprise goals. The product goals for education in Georgia, which are directed to the development of the individual, are related to: the individual and himself, the individual and others, the individual and the governing process, the individual and social and economic institutions, the individual and his physical environment, the individual at work, and the individual at leisure. The goals for the education enterprise are assessed as to the people to be served, the curriculum, the staff, organization and administration, buildings and facilties, and finance. The names and addresses of authors of papers and critiques relating to conditions in Georgia today are provided. A chart of trends in Georgia employment by large occupation group, 1947-1985, is included. (DB)

ED 081 793 TM 003 154
The Kentucky Needs Assessment Study, Phase II. Pilot Project: Developing and Field Testing Performance Measures in Selected School Districts for School Year 1970-71.
Kentucky State Dept. of Education, Frankfort.
Pub Date [71]
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Criterion Referenced Tests, *Educational Needs, *Evaluation Criteria, Grade 4, Grade 7, Grade 11, Mathematics, Pilot Projects, *Program Evaluation, Reading, *State Programs, Student Testing, *Test Construction
Identifiers—*Kentucky Needs Assessment Project
The primary goal of the Kentucky Needs Assessment Project is to develop methods of sampling and annually assessing the extent of learners' needs in Kentucky and to stimulate educational programming based on the reduction of learners' needs. The completed Phase I of the project was devoted to an identification of learners' needs and a determination of the criticality of those needs. Activities planned for Phase II are discussed in this report. These activities are aimed at the development of a method (test instruments and procedures) for making an annual assessment of the progress of schools in alleviating the specific learning needs of students. Criterion measures and the parallel assessment instruments will be restricted to "Learning Skills" in reading and mathematics in grades 4, 7, and 11. An attachment to the report provides Suggested Criteria for Determining the Quality of an Educational Needs Assessment Strategy. These criteria are outlined as to organizational strategy and operational strategy. Other attachments are map of Kentucky showing the distribution of sampling pilot school districts by regions as of December 18, 1970, as well as a tentative calendar of activities. (DB)

ED 081 794 TM 003 155
Lewy, Arieh
Utilizing Experts' Judgment in the Process of Curriculum Evaluation.
California Univ., Los Angeles. Center for the Study of Evaluation.
Report No—CSE-R-87
Pub Date Jul 73
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Evaluation, *Educational Programs, *Evaluation Criteria, *Evaluation Techniques, *Formative Evaluation, Predictive Validity, Technical Reports
The employment of judgment as an evaluation tool at the early stage of curriculum development is advantageous. The reasons why this is so are: (1) writers exhibit more readiness to change elements of the program during the early stages of curriculum development; (2) there is great economic advantage in using such an evaluation tool; and (3) utilization of expert judgment may decrease the time needed for program development. The limitations to the utilization of judgmental data are related to what to judge, specifications and outcomes, specifications and planned activities, planned and actual activities, and actual activities and outcomes. The present paper does not contain a detailed list of questions that may be presented to experts, but rather concentrates on indicating several aspects of the program that can be judged. Four major aspects of the fit of planned activities to the program specifications are content, presentation, learning apparatus, and relatedness to stated objectives. Prediction of future events relate to actual activities, student interest, difficulty level, teachers' reaction, and community reaction. The selection of experts for judging the fit between the program specifications and the planned learning activities should be made on the basis of logical considerations. Three methods of examining the validity of judgmental data are: (1) to quantify the degree of consensus obtained among experts with regard to different issues; (2) the employment of the "shuffle test"; and (3) by experimental validation. (DB)

ED 081 795 TM 003 156
Title I in Ohio. Fourth Annual Evaluation of Title I (Elementary and Secondary Education Act), Fiscal Year 1969.
Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date 70
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Compensatory Education Programs, *Disadvantaged Youth, *Educationally Disadvantaged, Elementary Grades, Expenditures, *Federal Programs, Inservice Education, Instructional Programs, Parent Participation, Participant Involvement, Preschool Education, *Program Evaluation, Secondary Grades, Staff Utilization, Statistical Data, Teacher Experience
Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Ohio
A concise report of Title I activities in Ohio during fiscal year 1969 (1968-69 school year and following summer) is provided. Information presented includes basic statistics, expenditure patterns, participant involvement, instructional areas, staffing, and four-year trends. The data are provided in charts, graphys, and tables. Based on the information, it was determined that: (1) the number of children served annually had decreased steadily, which suggests that services are being concentrated more on the educationally disadvantaged children that Title I was designed to aid; (2) funds expended for salaries, for employee benefits, and for in-service training increased steadily; (3) although funds available decreased each year, the amount expended per child increased; (4) programming moved more toward regular term activities, with most of summer term activities being of a follow-up nature; (5) programming was concentrated more on younger children (grade 3 or below); (6) the development and improvement of communication skills were stressed more than was any other instructional area; (7) standardized and subjective evaluation data indicated that many participants were improving their academic skills, particularly communication skills; (8) statewide, approximately 63% of over 76,000 students involved in communication skills activities during the regular school year showed 1.1 months or more gain for every month enrolled in Title I activities, and 34% showed 1.5 or more months gain for every month; and (9) approximately 62% of over 53,000 summer school participants showed 1.1 months or more gain each month and 32% showed 1.5 or more months gain each month. (DB)

ED 081 796 TM 003 157
Goals for the Schools of Kentucky.
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Objectives, *Performance Criteria, *Program Descriptions, School Systems, *State Standards, Technical Reports
Identifiers—*Kentucky
The product and process goals for the schools of Kentucky are outlined in this brochure. The product goals relate to learning skills, an ap-

propriate knowledge base, economic productivity and recreational satisfaction, functioning effectively as a citizen, human relations, and physical and mental health. The schools seek to attain process goals through processes that make each school: (1) sensitive and responsive to the needs of all students regardless of socioeconomic status, physical and mental abilities or limitations, ethnic origin, and religious beliefs; (2) a laboraroty for the practice of interpersonal relationships, democratic behavior, and individual self-realization; (3) strive for individualized learning opportunities for students in spite of the obvious limitations that permeate and condition mass education; (4) enjoyable, interesting, and challenging for youth who must spend a considerable portion of their formative years in it; (5) strive for an optimum mix of efforts to balance programming to meet individual, community, and societal needs; and (6) strive to become more efficient in the expenditure of human and material resources and time. (DB)

ED 081 797 TM 003 158

Wilson, Kenneth M.

Characteristics of Over- and Underachieving Freshman Women in Two Recent Classes, Eight Liberal Arts Colleges (with College-Specific Summary).

College Research Center, Princeton, N.J.

Report No—CRC-73-06-20

Pub Date 20 Jun 73

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Freshmen, Comparative Analysis, Data Analysis, Educational Research, *Females, Higher Education, *Measurement Instruments, Overachievers, *Questionnaires, *Student Characteristics, Tables (Data), Underachievers

Identifiers—*College Student Questionnaires Part I

Using the College Student Questionnaires (CSQ), Part I, data on student performance of two different entering classes at eight colleges were studied to identify the characteristics of freshmen women students associated with overachievement/underachievement during the first college year. Overachievers were defined as those whose overall average was higher than that predicted from the standard battery by .618 standard errors of estimate or more, and underachievers were those with a comparably lower than expected freshman average grade. CSQ, Part I, contains sets of items (or scales) designed to assess: motivation for grades, family social status, independence from family, independence from peers, liberalism, social conscience, and cultural sophistication. In all, 16 replications of the analysis were carried out. For each item in each analysis, the direction of the difference between over- and under-achieveing groups in their percentage responses to the various options was noted. The study results, which are provided in tables and graphs, showed that: (1) mean Motivation for Grades was higher for overachievers in all comparisons; (2) mean Family Social Status scores were higher for overachievers, who tended to have parents with higher educational and occupational attainment; (3) in 15 of 16 comparisons, Independence from Family means were lower for overachievers; (4) results for Peer Independence suggest that college-specific effects may be involved; (5) Liberalism results also suggest a college-specific effects; (6) Social Conscience means were higher for overachievers in 14 of 16 comparisons; and (7) means for Cultural Sophistication suggest no pattern of differences. (DB)

ED 081 798 TM 003 159

Wilson, Kenneth M.

Notes on the Prediction of Freshman Grades at Vassar College.

College Research Center, Princeton, N.J.

Report No—CRC-73-04-25B

Pub Date 25 Apr 73

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Performance, Achievement Tests, *College Entrance Examinations, College Freshmen, Data Analysis, Educational Research, *Grade Prediction, High Achievers, Higher Education, Low Achievers, Measurement Instruments, *Predictive Ability (Testing), Sex Differences, Test Results, *Test Validity

Identifiers—CEEB Achievement Tests, Converted Secondary School Rank, SAT M, SAT V, *Vassar College

Performance on The Scholastic Aptitude Test-Verbal (SAT-V) and Mathematical (SAT-M), the applicant's rank in class or Converted Secondary School Rank (Rank), and the applicant's general level of measured secondary school achievement as indicated by the Average of CEEB Achievement Tests (ACH AV) has been used by Vassar College as admissions measures and as predictors of freshman-year performance. Six validity studies involving data for classes entering Vassar during the period 1963 through 1971 reveal a relatively consistent pattern of relationships between Freshman Average Grade and the admissions tests scores. In each study, the best single indicator of probable performance during the freshman year has been either the CEEB Achievement average of the Converted School Rank. The SAT-V was the third best single indicator, and the SAT-M provided information of least value. However, the combination of scores provides a better indication of probable performance than any single score. The most recent validity study of the scores of Vassar's Class of 1975 (324 women and 170 men) confirm the findings of the previous six studies. The findings of this study also showed that the combination of all four academic predictors is slightly higher for women than for men, and the aptitude measures tend to be more closely associated with freshman grades among the women than among the men. Eight tables provide the data for the various studies. (DB)

ED 081 799 TM 003 160

Roberts, Tim

Some Utilities of Criterion Testing.

Pub Date Jun 73

Note—7p.; Paper presented at Learning Disabilities Conference (Longmont, Colorado, November-December 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Criterion Referenced Tests, *Evaluation Techniques, *Norm Referenced Tests, Speeches, *Student Evaluation, *Teacher Developed Materials

Criterion-referenced testing is designed to determine the student's ability to perform a specified skill within a comprehensive task. To measure the student's degree of development or growth, a teacher-made test is used. This test is used as criterion-referenced in the measuring of a student's degree of achievement of specified behaviors within a delimited parameter. The test becomes normative based when the teacher assigns a numerical quantity to each paper for the purpose of grade distribution. With criterion-referenced tests, measuring growth can be accomplished through either positive or negative behavioral observations. With established behavioral objectives, teacher-made tests and classwork are excellent for criterion referencing. For the skilled psychometrician, normative based testing is a limited sampling of behavior that is done according to specific prerequisites. Norm testing focuses upon sorting and selecting students for placement into the educational curricula. By doing a detailed analysis of errors made on normative testing, the examiner can obtain a more detailed picture of the child than by using the actual standard score only. Thus, the skilled examiner is better able to relate testing observation to behavior displayed within the classroom setting, as well as viewing each test or subtest as to its component parts of incoming stimulus, understanding stimuli or expressive reaction. The skilled teacher must also, through observation, view a given task in the form of task analysis. From this, both the examiner and the teacher can determine the instructional level for the child and agree as to the remedial approach to be used. (DB)

ED 081 800 TM 003 161

Ojemann, Ralph H. And Others

Modern Teenage Problems: Report of Family Life Education Survey of Ohio Schools.

Educational Research Council of America, Cleveland, Ohio.; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date Apr 69

Note—96p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Problems, Data Analysis, Educational Needs, Evaluation Techniques, *Family Life Education, Grade 7, Grade 12, School Surveys, *Social Problems, State Action, *Student Attitudes, *Student Testing, *Teacher Attitudes, Technical Reports, Teenagers

Identifiers—*Ohio

The needs of Ohio schools were assessed in relation to the area of Family Life Education, including education in sexual behavior, the prevention of alcohol, drug, and smoking abuse, and related social problems. The study was carried out in two phases. The first phase developed the methods for assessing the needs of Ohio schools, which involved defining "need" and developing the procedures for carrying out operations indicated by the definition. To determine the developments desired, one task force located and prepared summaries of studies of non-constructive and constructive behavior related to the four areas, and located tests to probe for critical factors. Another task force examined recent research, thinking and practice as to optimal school experiences and selected the curricular offerings to be examined. From the reports of the task forces, the items to be assessed were assembled, and are presented in terms of a General Overview and Developments Desired in Detail. A survey was conducted to ascertain the influence of the learning experiences on knowledge and attitudes of children and to determine the knowledge and attitudes of teachers as related to the areas in which the students were tested. A total of 11,590 students (6,283 beginning 7th graders and 5,307 beginning 12th graders) were tested. Teachers, principals, and curriculum coordinators were surveyed. The results are tabulated and discussed. It is concluded that, in the areas of the social problems of youth with which the survey was concerned, the student receives little help in understanding and identifying the difficulties that give rise to abuse behavior. (DB)

ED 081 801 TM 003 162

Peterson, M. F.

North Dakota Title III, ESEA Assessment of Educational Needs.

North Dakota State Dept. of Public Instruction, Bismarck.; North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date 31 Dec 69

Note—235p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Comparative Analysis, Data Analysis, *Educational Needs, *Educational Research, *Evaluation Methods, Grade 8, Grade 12, *Measurement Instruments, Parent Reaction, Pilot Projects, Questionnaires, *State Surveys, Student Reaction, Tables (Data), Teacher Response, Technical Reports

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *North Dakota

A study made to identify the critical educational needs of the State of North Dakota is presented in the six chapters of this report and its appendixes. Chapter I, Introduction, discusses historical considerations and provides an overview of the report. Chapter II contains a comprehensive but concise description of the technical procedures employed in the study, which utilized a two-prong attack. The first prong was to identify what the various segments of North Dakota's population felt were educational areas requiring further attention; and the second prong was to document evidence that would prove whether or not these problem areas could justifiably be identified as critical educational needs for Title III, ESEA. Chapters III and IV present the results of the first prong of the attack; Chapter III presents the results of a pilot study conducted in late spring of 1969 in the northeastern region of the state. The purpose of the pilot study was to make possible the testing of the procedures and the instrument developed for the needs assessment study. Chapter IV presents the results of the statewide needs assessment conducted in late Fall 1969. Chapter V presents the results of the second prong of the attack, consisting of a series of brief reports by experts in approximately 30 highest ranking educational needs. These reports contain data comparing the status of each need in North Dakota with its status in other states or nationally. The reports

conclude with recommendations as to whether each need is critical for Title III, ESEA. Chapter VI summarizes the information of the proceeding chapters. Thirty-three tables provide the study data. The Pilot and Statewide Questionnaires are given in appendixes. (DB)

ED 081 802 TM 003 163
Vermont Design for Education.
Vermont State Dept. of Education, Montpelier.
Pub Date [69]
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Improvement, *Educational Philosophy, Elementary Grades, Guides, *Program Design, Secondary Grades, *State Programs, *Student Centered Curriculum, *Student Evaluation
Identifiers—*Vermont
Premises are offered which constitute a goal, an ideal, and a student-centered philosophy for the process of education in Vermont. The premises are as follows: (1) the emphasis must be upon learning rather than teaching; (2) a student must be accepted as a person; (3) education should be based upon the individual's strong, inherent desire to learn and to make sense of his environment; (4) all people need success to prosper; (5) education should strive to maintain the individuality and originality of the learner; (6) emphasis should be upon a child's own way of learning--through discovery and exploration and through real rather than abstract experiences; (7) the development of an individual's through process should be primary; (8) people should perceive the learning process as related to their own sense of reality; (9) an individual must be allowed to work according to his own abilities; (10) the teacher's role must be that of a partner and guide in the learning process; (11) the development of a personal philosophy, a basic set of values, is perhaps one of the most important of human achievements; (12) we must seek to individualize our expectations of a person's progress as we strive to individualize the learning experiences for each person; (13) the environment within which students are encouraged to learn must be greatly expanded; (14) the school should provide a structure in which students can learn from each other; (15) to provide a maximum learning experience for all students requires the invilvement and support of the entire community; (16) schools should be compatible with reality; and (17) individuals should be encouraged to develop a sense of responsibility, Ways of implementing the process for improved learning opportunities are outlined. (DB)

ED 081 803 TM 003 164
Hoepfner, Ralph
The Validity of Tests of Social Intelligence.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—CSE-R-85
Pub Date Apr 73
Note—35p.; Address presented to the German Congress of Psychology (Saarbrucken, Germany, October 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Science Research, *Evaluation Techniques, Factor Analysis, *Intelligence Tests, Models, Performance Tests, Predictive Validity, Psychological Tests, *Social Psychology, Speeches, *Test Construction, Tests, *Test Validity
Identifiers—*Social Intelligence
The rationale underlying tests of social intelligence and some of the problems inherent in those tests are discussed. To measure social intelligence, paper and pencil tests were developed which were "situation free." These tests employed "stereotypic behavior of individual others." The stimuli used in the behavioral tests were photographs of people, artists' drawings, and cartoons. The types of responses were generally limited to marking on an answer sheet or writing a response. A series of tests for behavioral creativity that did not use paper and pencil, answer sheets, or writing were developed. Four types of performance tests were developed and administered to a sample of 30 people along with the paper-and-pencil tests. A new set of tests, approximately 25 to 30, was developed for behavioral production. Conclusions reached as a result of two validation studies are that people with high verbal intelligence don's need behavioral intelligence to perform well on the tests, and individuals with lower intelligence to perform well on the tests, and individuals with lower intelligence sometimes still achieved very high behavioral scores. Studies have also been done relating social intelligence to certain demographic variables. A study investigating the prediction of academic achievement correlated the behavioral-cognition tests with grades at a junior college; correlations of about .50 were found with achievement in various course grades. Three studies of the use of behavioral-cognition tests for predicting vocational success are discussed. Portions of the tests relating to factors of behavioral intelligence and factors of social creativity and their tests are provided. (DB)

ED 081 804 TM 003 165
Report of Connecticut Citizens' Comments on Educational Goals, 1971-1972.
Institute for the Study of Inquiring Systems, Philadelphia, Pa.
Spons Agency—Connecticut State Board of Education, Hartford.
Pub Date [72]
Note—134p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administrator Attitudes, Age Differences, *Data Analysis, *Educational Attitudes, Educational Objectives, Educational Research, Parent Attitudes, *Questionnaires, Sex Differences, *State Surveys, Student Attitudes, Tables (Data), Teacher Attitudes, Technical Reports
Identifiers—*Connecticut
An analysis is made of comments of 3,199 Connecticut citizens as to their opinions about the educational process of Connecticut. The comments were obtained by use of a survey questionnaire utilized in a study of the "Connecticut Citizens' Response to Educational Goals," the last page of which provided for additional comments. The commenters were assigned to one or more of seven comment groups according to the categorization of their comments. Using six empirical educational goal groups arrived at in the earlier study, the respondents were assigned to one or more of these groups according to their responses to the goals in each group. The commenters are then compared across the three characteristics of age, sex, and relation to education and according to their goal-group membership. Important findings resulting from the analysis of the comments are: (1) the largest cluster contains attitudes favoring modern, relevant, humanitarian education; the second cluster favors practical, basic, traditional education; and the third favors more emphasis on non-academic education; (2) the emphasis on humanitarian education is highest in the younger respondents and lowest in the older; the traditional education is more desired by the older respondents; (3) students like the educational system; (4) all groups except parents favored humanitarian education, with students being most in favor; (5) teachers and school administrators have the same attitude profile across the seven attitude groups; (6) parents and teachers share only one basic attitude--both want more practical, basic, traditional education; (7) students and teachers share tow out of seven attitudes; and (8) there is little sex idfference in the degree of emphasis on humanitarian or traditional education. (DB)

ED 081 805 TM 003 166
Horowitz, Abraham D. Rapoport, Amnon
Test of the Kernel and Two Bargaining Set Models in Four- and Five-Person Games.
North Carolina Univ., Chapel Hill. L.L. Thurstone Psychometric Lab.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Report No—R-113
Pub Date Dec 72
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Analysis of Variance, Computers, Decision Making, *Game Theory, *Mathematical Models, *Psychological Studies, *Psychometrics, Technical Reports
Identifiers—*Apex Games
Employing a computer-controlled experimental paradigm for studying coalition formation and bargaining, the present study tests three models for n-person games in characteristic function form, namely, the bargaining set and two of its subsets, the competitive bargaining set and the kernel. Twelve groups of subjects participated in several four person and five-person Apex games. The effects of group size, order of communication, learning, and values of the characteristic function were systematically investigated. The final outcomes reject the kernel and support the two bargaining set models; they depend upon group size and order of communication. Models describing the bargaining process, rather than the final outcomes only, are presented, tested, and partially supported. The relationships between the final outcomes of the present study and those of previous studies of Apex games are briefly discussed. (Author)

ED 081 806 TM 003 167
Fogliatto, Hermelinda M.
Individual Differences in Thought Processes.
Loyola Univ., Chicago, Ill. Psychometric Lab.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Report No—Pub-33
Pub Date Sep 63
Note—111p.; Ph.D. Dissertation, Loyola University
EDRS Price MF-$0.65 HC-$6.58
Descriptors—College Students, Comparative Analysis, Control Groups, Data Analysis, Doctoral Theses, Experimental Groups, High School Students, *Individual Differences, Norms, *Problem Solving, *Research Methodology, *Student Testing, Tables (Data), *Thought Processes
In this research on individual differences in thought processes, the primary interest was to study the process followed by the subject in order to reach the solution of the problem. For this purpose, the performance of 38 experimental subjects was studied throughout 24 problems of the training sessions. The methods used were group norms, length of plateaux calculated from the schemata norms, and performance curves based on group norms and on schemata norms. The second aim of the research was to study the individual differences in the process of solving a problem between subjects with training and subjects without training. The performances of 38 experimental subjects were compared with the performances of 38 control subjects individually matched before the experiment. These comparisons were made on the basis of 12 problems, 3 pretesting and 9 posttesting. The methods used to measure their performance were schemata norms, length of plateaux, individual performance curves based on schemata norms, and convex sets based on schemata norms. The third aim of the research was to study whether the educational level had an influence on the process followed by a subject in order to solve this type of problem. Results of the first study showed that the main effect schemata and the main effect content are statistically significant, as is the interaction between schemata and content. Schemata norms give more useful information about the problem-solving process followed. The second study results were that experimental subjects show a "-better" performance than control subjects. The third study showed that the college student's process is always better than that of the high school student. The length of plateaux is shown to be a good measure in the characterization of process. (Author/DB)

ED 081 807 TM 003 168
Wilson, Kenneth M.
The Utility of a Standard Composite for Predicting Freshman Average Grade in Eight Liberal Arts Colleges.
College Research Center, Princeton, N.J.
Pub Date 25 Jun 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Aptitude, *College Entrance Examinations, *College Freshmen, Correlation, Discriminant Analysis, Educational Research, Females, *Grade Prediction, Higher Education, Multiple Regression Analysis, Norms, *Predictive Validity, Technical Reports, Test Results, *Weighted Scores
Identifiers—*Academic Qualifications Index
To determine whether it is necessary for eight College Research Center (CRC) member colleges to use 16 distinct sets of weight in combining four admissions tests scores into predictive composites, a standard set of weights were developed

and tested for effectiveness in predicting Freshman Average Grade (FAG). The basic sample in which weights were derived were women entering CRC-member colleges in Fall 1965; complete data were available for 2,523. Within each college, students with complete data were ordered from high to low with regard to FAG, and those in the upper and lower 27% were assigned to High Achieveing and Low Achieving groups, respectively. A multiple discriminant analysis resulted in four discriminant functions: the principal discriminant function exhausted approximately 91% of the discriminating power provided by the four test scores, with raw-score weighting as follows: .22 (SAT-V) + .13 (SAT-M) + .62 (Rank) + .74 (Ach Av); the second function accounted for an additional 6%, with raw-score weightings as follows: .44 (SAT-V) + .23 (SAT-M) + .20 (Rank) - .84 (Ach Av). Means and standard deviations of the two discriminant scores for each of the 16 college/level of achievement scores are tabulated. Results indicate that, within each college/school-type subgroup, a composite score based on application of a standard set of weights to the four admission scores correlates as highly with FAG as composites based on group-specific weights for the respective subgroups. (DB)

ED 081 808 TM 003 169

Wilson, Kenneth M.

Contribution of SAT's to Prediction of Freshman Grades at CRC-Member Colleges (Women).

College Research Center, Princeton, N.J.

Pub Date 12 Nov 70

Note—12p.; An abridged version of CRC Memorandum dated 8 May 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Entrance Examinations, *College Freshmen, Correlation, Educational Research, Females, *Grade Prediction, Higher Education, *Predictive Validity, Technical Reports, Test Results, *Weighted Scores

Identifiers—CEEB Achievement Average, Converted Secondary School Rank, SAT M, SAT V

Evidence regarding the contribution of the various elements in a standard admissions battery to forecasts of freshman-year performance in eight College Research Center (CRC)-member colleges is presented. Particular note is made of evidence that the CEEB Achievement Average contributes substantially more than do the SAT scores to prediction of college performance. Results of multiple correlational analysis, which are tabulated, show that: (1) a Predicted Grade Index (PGI) based solely on School Rank and the average of CEEB achievement test scores is as closely related to actual grades as PGI based on all four scores, including the SAT's; (2) with predictions based on the SAT's the accuracy of the prediction can be improved by adding Class Rank, and CEEB Achievement Average scores add information not supplied by SAT's or Class Rank; (3) standard score regression weights from multiple correlational analyses show that: (a) weights for Rank and Achievement Average are, by and large, greater than the weights for SAT-V or SAT-M; (b) weights for Rank and Achievement Average are positive; and (c) weights for SAT-M have negative signs, with negative weighting for SAT-V occurring less frequently. As a result of the suppression effect of the SAT's, it is recommended that operational prediction formulae for CRC-member colleges be based solely on the Achievement Average and Converted Secondary School Rank. (DB)

ED 081 809 TM 003 170

Wilson, Kenneth M.

Collected Notes on the Connections between Institutional Research and Institutional Practice.

College Research Center, Princeton, N.J.

Report No—CRC-71-06-14

Pub Date 14 Jun 71

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Colleges, *Data Analysis, *Evaluation Criteria, Guides, Higher Education, *Institutional Research, *Research Criteria, *Research Needs

This memorandum relates to some of the conceptual and operational aspects of the problem of establishing connections between institutional research activities and institutional practices. The first topic discussed is Appraisal of Institutional Research Activities and Needs, which includes an outline and several pertinent questions related to the following areas: distribution of course work, curriculum; field of concentration choice; graduate study and career patterns; grading systems and meaning of grades, evaluation of student achievement; retention-withdrawal patterns; student characteristics; analyses of student performance: correlates of performance; counseling and advisement; advanced placement and accelerated programs; trends and developments in higher education, normative information; public relations, institutional image; faculty characteristics and conditions of service; and student-faculty evaluations. The second topic discussed is Anticipation of Research Needs: Implications for Institutional Record-Keeping, which is followed by emphasis on the importance of establishing the potential implications for practice of particular "research projects" under the topic heading of Research and Practice. Then the contents of Student Personnel Data Rosters from the CRC Data Bank and one way of tabulating information from the roster are presented. Local Analysis of Research-Related Data briefly discusses the use by the member colleges of the CRC data bank, and the format for description of follow-up data in punched card format is provided. (DB)

ED 081 810 TM 003 171

Arkowitz, Hal

Social Anxiety and Dating Inhibitions: Assessment and Treatment.

Pub Date Aug 73

Note—20p.; Paper presented at meeting of American Psychological Association (Montreal, Canada, August 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Science Research, College Students, Data Analysis, *Dating (Social), *Measurement Techniques, *Psychometrics, *Social Behavior, Speeches

Recent research on the behavioral assessment and treatment of social anxiety and inhibition is reviewed. Subjects for the studies were college men and women selected on the basis of heterosexual anxiety and inhibition. The first part of the paper is concerned with assessment. The behavioral assessment procedures developed include: (1) direct sampling of heterosexual interaction behaviors; (2) self-monitoring of naturalistic heterosexual interactions; (3) peer-ratings; and (4) self-report measures of anxiety and skill. Data on the reliability and validity of these measures are reported. A discussion of behavioral and cognitive components of heterosexual anxiety is given. The treatment programs developed are based on the idea of behavioral practice in the natural environment. The basic program involves "practice dating" in which male and female subjects are matched for a series of practice dates with different partners and involves no therapist contact. The results from two studies involving variations of this basic procedure are presented, which suggest that this simple and economical treatment program is quite effective. The paper concludes with a general discussion of behavioral treatment strategies for interpersonal anxieties and inhibitions. (Author/DB)

ED 081 811 TM 003 172

Lichtman, Marilyn

The Development and Validation of R/EAL, an Instrument to Assess Functional Literacy.

Spons Agency—Catholic Univ. of America, Washington, D.C.; Manpower Administration (DOL), Washington, D.C. Job Corps.

Pub Date Jun 73

Note—38p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescents, Adults, Criterion Referenced Tests, Data Analysis, Disadvantaged Groups, *Functional Illiteracy, Measurement Instruments, *Reading Tests, Research Methodology, Tables (Data), *Test Construction, *Test Reliability, Tests, *Test Validity

Identifiers—*Reading Everyday Activities in Life, REAL

Research procedures used in the development and validation of R/EAL (Reading/Everyday Activities in Life), a new test to overcome problems in assessing functional literacy among adolescents and adults, are described. Specific objectives of the study were to: (1) provide information about the design and development of R/EAL, including determination of reading criteria, establishment of task analyses, production and selection of individual test items, development of test format and procedures, and completion of the final version of R/EAL; and (2). provide information about the validation of R/EAL, including procedures and data on reliability and validity for a select sample. Following field testing of the R/EAL, a revised version of the instrument was developed, which contains reading criteria selected from common daily reading materials; includes tasks related to each criterion developed based on the reading functions required to deal with the individual criteria; and presents all directions and questions in aural form via individually operated cassette players. The methodology used for validating R/EAL, including sample selection, testing procedures, and item analysis, is described, and data relating to individual item and total test statistics, factor analysis data, reliability, and validity are reported. The reliability and validity figures on R/EAL tend to support its use as a viable assessment instrument for functional literacy. Item analysis figures show a difficulty level of items for the total group raining from .35 to .97 with a median of .60. (DB)

ED 081 812 TM 003 173

Wilson, Kenneth M.

The High School Average.

College Research Center, Princeton, N.J.

Pub Date 2 Nov 70

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Freshmen, *Correlation, Educational Research, *Grade Point Average, *Grade Prediction, Higher Education, *Predictive Validity, Statistical Analysis, Technical Reports

Identifiers—*College Research Center Member Colleges

This memorandum reports results of an analysis designed to obtain answers to the following questions: (1) How does the Overall High School Average compare with Converted Rank in Class as a predictor of Freshman Year Grades in college? and (2) Will more detailed information provided by analysis of high school records by subject help to improve accuracy of forecasts of college grades or to improve understanding of factors associated with performance in college? The study is based on students who entered CRC-member colleges in September 1966, who earned a freshman year average during academic 1966-67, and for whom scores on the Scholastic Aptitude Test, the average of CEEB achievements, coverted rank, a cumulative high school average, and averages in high school English, languages, mathematics, sciences, and social studies were available. The results indicate that the overall high school average, as compared with the Converted School Rank, yields higher simple correlations with freshman year average in 10 of 16 comparisons, and approximately equal or only slightly lower coefficients in the remainder of comparisons, and when combined with three standardized test variables, yields higher multiple correlations with freshman year average in 9 of 16 comparisons, and approximately equal or only slightly lower coefficients in the remainder of cases. When averages in five subjects are treated rather than the cumulative high school average, results indicate that the more detailed information about the high school record shows promise of improving predictions of freshman year performance and has value from the point of view of gaining insight into the aspects of the high school record most closely associated with college freshman performance. (DB)

ED 081 813 TM 003 174

Shipman, Virginia C., Ed.

Disadvantaged Children and Their First School Experiences. ETS-Head Start Longtitudinal Study. Technical Report Series.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No—ETS-PR-72-27

Pub Date Dec 72

Note—433p.; Grant No. H-8256

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Data Analysis, Data Collection, *Disadvantaged Youth, *Longitudinal Studies, *Measurement Instruments, *Preschool Tests, Tables (Data), *Technical Reports, Testing, Tests

Identifiers—*Project Head Start

This volume consists of a series of technical reports on each of the individual test measures administered in both Years 1 and 2 of the Longitudinal Study of Disadvantaged Children and Their First School Experiences. Each report includes: (1) relevant background information concerning the task's purpose and related research findings; (2) general task description and administration procedures, including training cautions where appropriate; (3) scoring and, where necessary, coding procedures; (4) score properties as revealed in various internal analyses; (5) sample performance, including descriptive information by three-month age groups and sex for the total sample tested in Year 1 and in Year 2, and comparative analyses for the longitudinal sample (those children tested in both years of the study); (6) information bearing on construct validity, i.e., the task's convergent and, where possible, discriminant validity, the extent to which the measure has the same meaning in Year 1 and Year 2, the similarity of meaning across groups (i.e., SES); and (7) discussion of methodological aspects affecting valid assessment (e.g., reliability, item characteristics, irrelevant measurement difficulties and appropriateness for field use). (For related documents, see TM 003 175-198.) (Author/DB)

ED 081 814 TM 003 175

Emmerich, Walter Goldman, Karla S.

Boy-Girl Identity Task; Technical Report 1. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Pub Date Dec 72

Note—12p.; Grant No. H-8256

Available from—Not available separately; see TM 003 174

Document Not Available from EDRS.

Descriptors—Age Differences, *Disadvantaged Youth, Longitudinal Studies, *Measurement Instruments, *Preschool Tests, *Sex (Characteristics), Sex Differences, *Student Testing, Technical Reports, Test Results, Tests, Visual Stimuli

Identifiers—*Boy Girl Identity Task, Project Head Start

As a measure of gender identity constancy, The Boy-Girl Identity Task was administered in both Year 1 and Year 2 of the ETS-Head Start Longitudinal Study. The instrument consists of two parallel tasks, each with five items. In Task I, a picture and name of a girl and presented to the subjects. Items consist of hypothetical changes introduced by the examiner, in which the girl's motives, action, clothing, and hair style are modified to resemble these characteristics in boys. Task II is identical to Task I except that the stimulus is a boy. Constancy is indicated when subjects say that the stimulus remains a girl or boy, respectively, despite the changes suggested by the examiner. The stimuli are coloring-book-type ink drawings. The measure requires approximately five minutes to administer. In the Longitudinal Study, the 10 items did not constitute a homogeneous scale either in Year 1 or 2; therefore, their sum is not recommended as an index of gender identity constancy in this population during the preschool years. (For related documents, see TM 003 174, 176-198.) (DB)

ED 081 815 TM 003 176

Shipman, Virginia C. Gilbert, Lynn E.

Brown IDS Self-Concept Referents Test; Technical Report 2. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No—TR-2

Pub Date Dec 72

Note—18p.; Grant No. H-8256

Available from—Not available separately; see TM 003 174

Document Not Available from EDRS.

Descriptors—Age Differences, Data Analysis, *Disadvantaged Youth, Longitudinal Studies, *Measurement Instruments, *Preschool Tests, *Self Concept Tests, Sex Differences, Socioeconomic Status, *Student Testing, Tables (Data), Technical Reports, Test Results, Tests

Identifiers—*Brown IDS Self Concept Referents Test, Project Head Start

Data obtained from the administration of the Brown IDS Self-Concept Referents Test as part of the longitudinal study are provided and discussed. The Brown IDS Self-Concept Referents Test is a technique for assessing self-concept which uses a photograph of the young child to induce him to take the role of another toward himself. While looking at the photograph, the child answers questions in terms of his own feelings about himself and then in terms of what his mother, teacher, and classmates think. In this study, 14 (of a possible 15) bipolar items were presented in "either-or" format. Each item was scored as positive or negative (refused, indeterminate, or don't know). Total number of omitted and an adjusted self-concept score were the two scores used in the analysis. The alpha coefficient of reliability for total score and number of omits for Years 1 and 2, which is tabulated, ranged between .59 and .91. The correlations of scores within and across years for the self-referent task and correlations for the teacher-referent scores are shown in tables. The score distributions for adjusted and unadjusted total scores and number of omits in Years 1 and 2, also tabulated, were markedly skewed, indicating the strong tendency for the child to select positive attributes. Analyses of variance (age x sex x SES--mother's education) were performed for children tested in both years. Results revealed marginally significant age differences. No significant sex differences occurred. There was a significant age x SES interaction, and SES x Year interaction was also significant. (For related documents, see TM 003 174-175, 177-198.) (DB)

ED 081 816 TM 003 177

Shipman, Virginia C. Goldman, Karla S.

Children's Auditory Discrimination Inventory; Technical Report 3. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No—TR-3

Pub Date Dec 72

Note—16p.; Grant No. H-8256

Available from—Not available separately; see TM 003 174

Document Not Available from EDRS.

Descriptors—Age Differences, *Auditory Discrimination, Data Analysis, *Disadvantaged Youth, Longitudinal Studies, *Measurement Instruments, *Preschool Tests, Sex Differences, *Student Testing, Tables (Data), Technical Reports, Test Results, Tests

Identifiers—*Childrens Auditory Discrimination Inventory, Project Head Start

The Children's Auditory Discrimination Inventory (CADI) was used in the longitudinal study to evaluate the child's ability to identify, between two pictures that have been given oral word equivalents, the picture that represents the orally presented stimulus word. The task, which takes 10 minutes, uses 38 cards with two pictures on each and 38 pairs of stimulus words. One picture in each pair is a real picture representing a familiar word, and the second picture is a nonsense design paired with a nonsense word. The real and nonsense words are randomly located on the right or left side of the cards, with the real word always presented first. The tester presents each pair of pictures, naming each one as she points to it; the child is then asked to point the picture named by the tester. An item may be repeated only once. The score is the total number correct (range = 0 to 38). The results of administering the inventory in the present study showed that although 98% of the sample attempted to respond to each item, those items involving nonsense words had a smaller proportion passing each item than did the items involving read words. Tables present means, standard deviations, and range of responses for the total sample by three-month age breakdowns and by sex. The data indicate that children's auditory discrimination increases with age for children between 42 and 69 months, and sex differences appear slightly in favor of girls. Analyses of variance (sex x age x SES) showed SES as measured by mother's education to be significant when scores were summed across years. (For related documents, see TM 003 174-176, 178-198.) (DB)

ED 081 817 TM 003 178

Meissner, Judith A. And Others

ETS Enumeration I and II; Technical Report 4. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No—TR-4

Pub Date Dec 72

Note—17p.; Grant No. H-8256

Available from—Not available separately; see TM 003 174

Document Not Available from EDRS.

Descriptors—Age Differences, Data Analysis, *Disadvantaged Youth, Longitudinal Studies, *Measurement Instruments, *Number Concepts, *Preschool Tests, Sex Differences, Socioeconomic Status, *Student Testing, Tables (Data), Technical Reports, Test Reliability, Test Results, Tests

Identifiers—*ETS Enumeration I and II, Project Head Start

Developed specifically for the ETS-Head Start Longitudinal Study, the ETS Enumeration I and II Test is designed to measure early numerical ability. Enumeration I tests the ability to itemize each member of a set by using a task that requires neither counting nor reciting the names of numerals. The purpose of the task is to assess the child's ability to organize a field of figures and to keep track of two shifting sets--a set of figures "pointed at" and a set "not-yet-pointed at." Enumeration II also measures this pointing ability while incorporating types of items found in primary-grade tests of quantitative ability, i.e., items requiring counting and the matching of equal numbers and spatial orderings of objects. The Enumeration tasks consist of a number of colored circles or small pictures, each on a page of paper. The child is asked to point to or to count each circle on that page or to point to the correct stimulus picture. Practice items precede each new item type. In the first year of the study, the Enumeration task consisted or one practice item and 12 tests items; the Year 2 version was divided into four parts: counting, pointing, same number, and order. The total score alpha reliabilities of .85 for Enumeration I and .77 for Enumeration showed the test to be relatively internally consistent in both years. The "order" items were found to be difficult, have low internal consistency and correlation with total score. The test was sensitive to sex, age, and SES differences in both Years 1 and 2. Tables provide the test data. Correlations with other measures reflected both perceptual and general information-processing competence. (For related documents, see TM 003 174-177, 179-198.) (DB)

ED 081 818 TM 003 179

Meissner, Judith A. And Others

ETS Matched Pictures Language Comprehension Task I and II; Technical Report 5. Disadvantaged Children and Their First School Experiences. ETS-Head-Start Longitudinal Study. Technical Report Series.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No—TR-5

Pub Date Dec 72

Note—19p.; Grant No. H-8256

Available from—Not available separately; see TM 003 174

Document Not Available from EDRS.

Descriptors—Age Differences, Data Analysis, *Disadvantaged Youth, *Language Tests, Listening Comprehension, Longitudinal Studies, *Measurement Instruments, *Preschool Tests, Sex Differences, Socioeconomic Status, *Student Testing, Tables (Data), Technical Reports, Test Results, Tests, Visual Stimuli

Identifiers—*Matched Pictures Language Comprehension, Project Head Start

The ETS Matched Pictures test was used in the longitudinal study to measure children's comprehension of certain grammatical features, such

as past and future tenses, negation and prepositions. The task materials for both I and II consist of a set of cards, with each card having a pair of black and white pictures. Both pictures in a pair contain similar stimulus elements, but depict different relationships between the elements. The child's task is to distinguish which relationship a particular word implies and to point to that picture. In the Year I version of the task, 20 picture pairs were divided into four syntax types: Future Tense, Past Tense, Negation, and Prepositions. The Preposition items were deleted in the Year 2 version, as the number of subjects who passed those items in Year I was very high, and six comparative adjectives--four single comparatives and two coordinate comparatives--were substituted. Administration time for Matched Pictures I is approximately 6 to 8 minutes and for II approximately 10 minutes. Maximum score possible is 20 for both tests. Results of test I administration to 1,435 subjects and test II to 1,312 subjects are tabulated. Analyses of variance showed significant effects for all three variables of age, sex, and SES, with older children, girls, and children whose mothers had more schooling obtaining the higher scores. Intercorrelations with other tests in the longitudinal study and factor loadings were considerably higher with test II than with test I, showing evidence of greater cognitive perceptual integration in Year 2. (For related documents, see TM 003 174-178, 180-198.) (DB)

ED 081 819 TM 003 180

Goldman, Karla S. And Others

ETS Story Sequence I and II; Technical Report 6. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No—TR-6

Pub Date Dec 72

Note—22p.; Grant No. H-8256

Available from—Not available separately; see TM 003 174

Document Not Available from EDRS.

Descriptors—Age Differences, Data Analysis, *Disadvantaged Youth, Language Skills, Longitudinal Studies, *Measurement Instruments, *Preschool Tests, Sex Differences, Socioeconomic Status, *Story Telling, *Student Testing, Tables (Data), Technical Reports, Test Results, Tests

Identifiers—Project Head Start, *Story Sequence I and II

The ETS Story Sequence task was designed to assess the young child's understanding and use of language in story sequence using receptive and productive skills. The stimulus materials are black and white cartoon-type drawings on cards. Story Sequence I used in Years 1 and 2 of the study consists of two practice items (3 cards each) and two test items (3 and 4 cards); and Story Sequence II, used in Years 2 and 3, consists of four items (two use 3 cards each and two use 4 cards each). There are three types of items: receptive language, productive language using verbal recall, and productive language using child's story telling. Story Sequence I contains receptive language items only, and Story Sequence II assesses productive language. Results of testing 1,448 Year I subjects and 862 Year 2 subjects, which are tabulated, were subjected to item and factor analysis and analysis of variance. The analyses showed that girls performed better than boys and that scores generally improved with age. Significant SES differences were found, favoring children whose mothers had more schooling. With the exception of scores for the child's production of his own stories, scores correlated highest with tasks tapping general information processing skills. It is noted, however, that the productive items were the most difficult, and are not recommended for use with similar populations below the age range sampled (4-1/2-5-1/2 years). (For related documents, see TM 003 174-179, 181-198.) (DB)

ED 081 820 TM 003 181

Shipman, Virginia C. Goldman, Karla S.

Fixation Time; Technical Report 7. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No—TR-7

Pub Date Dec 72

Note—16p.; Grant No. H-8256

Available from—Not available separately; see TM 003 174

Document Not Available from EDRS.

Descriptors—Age Differences, Data Analysis, *Disadvantaged Youth, Longitudinal Studies, *Measurement Instruments, Pictorial Stimuli, *Preschool Tests, Sex Differences, Socioeconomic Status, *Student Testing, Tables (Data), Technical Reports, Test Results, Tests, *Visual Measures

Identifiers—*Fixation Time Task, Project Head Start

The fixation task used in this study measures the amount of time a child fixates or looks at a given picture as it is repeated over six trials and then is followed by a novel picture on the seventh. Two series of slides were used. The first was a redundant nonsocial visual stimulus: six trials of a slide showing 20 chromatic straight lines and a seventh of chromatic curved lines. The second series, a social array, was a chromatic schematic representation of a family shown for six trials, and a seventh presentation of the same schematic without color. Each slide was shown for 30 seconds and followed by a black slide for 30 seconds before the next presentation. Fixation time was recorded by a stopwatch as the amount of time, in seconds, the child looked at each picture before turning away the first time. Three basic measures of attention were obtained: response decrement, response recovery, and mean initial viewing time. Intercorrelations for the measures are tabulated. The highest correlations are those involving mean initial viewing time. In an age x sex s SES analysis of variance on the longitudinal sample, separately by year, age differences were not significant for the nonsocial series for any measure, and for the social series, age was marginally significant for recovery scores in Year 2, with older subjects looking less. Results of a repeated-measures ANOVA (age x sex x SES) performed on the sample using scores for mean initial viewing time, recovery, and decrement scores for each series separately showed that the only variable to reach statistical significance was SES measured by amount of mother's education. (For related documents, see TM 003 174-180, 181-198.) (DB)

ED 081 821 TM 003 182

Lindstrom, David R. Shipman, Virginia C.

Form Reproduction; Technical Report 8. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No—TR-8

Pub Date Dec 72

Note—13p.; Grant No. H-8256

Available from—Not available separately; see TM 003 174

Document Not Available from EDRS.

Descriptors—Age Differences, Data Analysis, *Disadvantaged Youth, *Eye Hand Coordination, Longitudinal Studies, *Measurement Instruments, *Preschool Tests, Sex Differences, Socioeconomic Status, *Student Testing, Tables (Data), Technical Reports, Test Results, Tests

Identifiers—*Form Reproduction Task, Project Head Start

The Form Reproduction task was included in the longitudinal study test battery to: (1) examine visual-motor performance over time; (2) study processes associated with visual analysis and synthesis and visual-motor integration; and (3) examine its predictive validity for later academic/skill behaviors, e.g., writing. Form Reproduction in Year 1 data collection consisted of six geometric forms--vertical line, circle, square, triangle, oblique cross, and right oblique line. For Year 2 data collection, the same six forms were used plus the inverted T, three vertical lines, and the adjoining square and circle. The child is asked to copy the four Preschool Inventory forms (vertical line, circle, square, and triangle), upon completion of which he is asked to copy the remaining forms on a supplemental sheet. Only one trial is allowed for each item, and the child may erase if he wishes. Total scores were obtained by summing across items for a maximum total score of 8 for Year 1 and 15 for Year 2. Inter-item correlations were low for both years' data, with the highest relationship in both years being between the square and the triangle. Item correlations with total score were moderate in both years. Analyses of variance based on common items only for the longitudinal sample and using the total score from the Year 2 testing (sex x age x SES) showed significant sex differences and SES differences, with girls and children whose mother had attended school longer obtaining higher scores. The most difficult items were those requiring complex integration of elements and differentiation of part-whole relationships. Factor analysis indicated high loadings on general information processing skills. (For related documents, see TM 003 174-181, 183-198.) (DB)

ED 081 822 TM 003 183

Gilbert, Lynn E. Shipman, Virginia C.

Johns Hopkins Perceptual Test; Technical Report 9. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No—TR-9

Pub Date Dec 72

Note—12p.; Grant No. H-8256

Available from—Not available separately; see TM 003 174

Document Not Available from EDRS.

Descriptors—Age Differences, Data Analysis, *Disadvantaged Youth, Longitudinal Studies, *Measurement Instruments, *Perception Tests, *Preschool Tests, Sex Differences, Socioeconomic Status, *Student Testing, Tables (Data), Technical Reports, Test Results, Tests

Identifiers—*Johns Hopkins Perceptual Test, Project Head Start

The Johns Hopkins Perceptual Test, a brief measure of intelligence in children, requires the child to choose a form identical to a standard. It consists of 3 practice and 30 test items, all involving black geometric figures printed on white cards. There is one booklet for stimulus cards and one for response cards. The child is presented with a stimulus form and asked to point to the one just like it among several alternatives. Item difficulty is varied by differences in number of angles in the figure and in number of alternatives given the child (either 2, 3, or 5). The task takes about 10 minutes to administer to 3- to 5-year-old hildren. The total score is the number of correct matches made (maximum is 30). Tables provide the means, standard deviations, and percentile distributions for total score by age and sex for Year 1 and Year 2. The task proved to be of moderate difficulty for most of the children in the Longitudinal Study sample, and scores were relatively well distributed throughout the possible range. Analyses of variance showed SES to be a significant variable, with high SES children obtaining the highest mean score and low SES children obtaining the lowest; no significant sex differences were found; there was a significant age difference in both Year 1 and 2 in favor of the older children; and there was also a significant increase in scores from Year 1 to Year 2. Correlations of the task were moderate to high with measures of both general mental ability and perceptual discrimination. (For related documents, see TM 003 174-182, 184-198.) (DB)

ED 081 823 TM 003 184

Shipman, Virginia C. And Others

Massad Mimicry Test I and II; Technical Report 10. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No—TR-10

Pub Date Dec 72

Note—35p.; Grant No. H-8256

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Document Not Available from EDRS.
Descriptors—Age Differences, *Audiolingual Skills, Data Analysis, *Disadvantaged Youth, Longitudinal Studies, *Measurement Instruments, *Preschool Tests, Psycholinguistics, Sex Differences, Socioeconomic Status, *Student Testing, Tables (Data), Technical Reports, Test Results, Tests
Identifiers—*Massad Mimicry Test I and II, Project Head Start
The Massad Mimicry Test is an individually administered task for 3-1/2--4-1/2 year-old children. Part I evaluates the child's ability to reproduce phonemes in 30 nonsense words upon hearing each no more than three times from a tape recorded model. Similarly, Part II assesses the child's ability to reproduce meaningful words and phonemes as they occur in word phrases and simple sentences. In Year 1, Part II consisted of 13 phrases and 2 simple sentences; in Year 2, Part II consisted of 9 sentences. The test takes approximately 10 minutes to administer. The tester uses two tape recorders, one for playing the model (stimulus) tape, and the other for recording the child during the testing session. Part I is composed of three primary scores: initial counds, medial sounds, and final sounds; Part II provides two scores: final sounds and model word or some semblance of it. Interscorer reliabilities, estimated reliabilities for internal consistency, percent passing items, total-group ranges, nonsense words, total sounds: means, standard deviations, and range for Year 1 and Year 2 by age and sex, and meaningful words in phrases, final sounds: means, standard deviations and range for Year 1 and Year 2 by age and sex are tabulated. Results show that in both years final sounds appeared to be the most difficulty. Repeated-measures ANOVAS showed significant effects for sex and SES for nonsense words, with girls and those with mothers having more schooling showing higher scores. ANOVAS for Meaningful Words showed significant effects for SES in both years but sex differences in Year 2 only. The Scoring Guide and Supplementary Tables are provided in appendixes. (For related documents, see TM 003 174-183, 185-198.) (DB)

ED 081 824 TM 003 185
Ward, William C.
Matching Familiar Figures Test; Technical Report II. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Report No—TR-11
Pub Date Dec 72
Note—16p.; Grant No. H-8256
Available from—Not available separately; see TM 003 174
Document Not Available from EDRS.
Descriptors—Age Differences, Data Analysis, *Disadvantaged Youth, Longitudinal Studies, *Measurement Instruments, *Preschool Tests, *Response Style (Tests), Sex Differences, Socioeconomic Status, *Student Testing, Tables (Data), Technical Reports, Test Results, Tests, Test Validity
Identifiers—*Matching Familiar Figures Test, Project Head Start
The Matching Familiar Figures Test is a measure of the response style "reflection-impulsivity." The version of the test used in the longitudinal study test battery consists of two practice and 18 test items. On each item, the child is shown one standard and four comparison figures. Figures are simple line drawings done in black on a white background; five items show animals, five show humans, seven use common objects, and three use geometric designs. In each case one of the comparison figures is identical to the standard, while each of the remaining figures differs from the standard in some detail. Testing time is about 10 minutes. Two scores are obtained: mean response time and mean number of errors. Means and percentiles for the total group and for age and sex subgroups are presented in tables, and score intercorrelations based on the three-site longitudinal sample are also tabulated. Latencies and errors were examined by analysis of variance to determine whether there were differences associated with age, sex, or SES. Results of the analysis showed significant effects of sex and of SES--males and children of higher SES had longer latencies; analysis of the error data showed significant effects attributable to sex, SES, and year--more errors were found in males, low SES children, and data obtained in Year 1. In addition, there was a year by SES interaction, and age by sex by SES analyses showed significant effects for all three variables in both years. Test validity is discussed. (For related documents, see TM 003 174-184, 186-198.) (DB)

ED 081 825 TM 003 186
Lindstrom, David R. Shipman, Virginia C.
Mischel Technique; Technical Report 12. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Report No—TR-12
Pub Date Dec 72
Note—17p.; Grant No. H-8256
Available from—Not available separately; see TM 003 174
Document Not Available from EDRS.
Descriptors—Age Differences, Data Analysis, *Disadvantaged Youth, Longitudinal Studies, *Measurement Instruments, *Preschool Tests, *Psychological Tests, Sex Differences, Socioeconomic Status, *Student Testing, Tables (Data), Technical Reports, Test Results, Tests
Identifiers—*Mischel Technique, Project Head Start
An adaptation of a technique devised by Mischel (1958) was used in the longitudinal study to measure delay of gratification. Adaptations involved (1) asking the child to identify the larger of two pieces of candy to facilitate comprehension of the rewards, (2) specifying a standard time limit for receipt of the delayed reward which would be comprehensible to a young child, and (3) asking for a rationale for the choice in order to further understand the dynamics of preferences. Scores were obtained for correctness of the child's identification of the large piece, for his choice, the reason for this choice, and for memory of the instructions. Results of the analysis of the study data show that: 95% of the Year 1 sample and 98% of the Year 2 sample correctly identified the larger piece; in the Year 1 sample 35.1% chose immediate reward and 62.5% chose delayed reward; Year 2 data showed 39.7% chose immediate reward and 59.3% chose delayed reward. Analysis of variance for the longitudinal subjects showed no significant differences in choice behavior for children above and below the median age. An analysis of variance (sex x age x SES) showed no significant differences in choice behavior for sex or SES. In Year 1, egocentric choice rationales were most commonly given, and there was a tendency for test-defined responses to be given more by the older age group. Approximately 72% produced a relevant rationale. Less than one-half of the Year 1 sample could recall the examiner's instructions, while slightly more than one-half of the Year 2 sample correctly recalled them. Nine tables provide the study data. (For related documents, see TM 003 174-185, 187-198.) (DB)

ED 081 826 TM 003 187
Ward, William C.
Motor Inhibition Test: Technical Report 13. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Report No—TR-13
Pub Date Dec 72
Note—14p.; Grant No. H-8256
Available from—Not available separately; see TM 003 174
Document Not Available from EDRS.
Descriptors—Age Differences, Data Analysis, *Disadvantaged Youth, Longitudinal Studies, *Measurement Instruments, *Motor Development, *Preschool Tests, Sex Differences, Socioeconomic Status, *Student Testing, Tables (Data), Technical Reports, Test Results, Tests
Identifiers—*Motor Inhibition Test, Project Head Start
The Motor Inhibition Test, which measures "impulse control," requires the child to perform three motor acts. These acts are: walking a distance of six feet on a five-ince wide runway; drawing a line, using ruler and pencil, between two points 8-1/2 inches apart; and winding a toy jeep up to the rear of a toy two truck, a distance of 30 inches, so that it can be taken to the repair shop. The "truck" subtest proved unsatisfactory in Year 1 and was eliminated from subsequent tests. Its scores were not included in analyses of the interrelations of measures in Year 1. The walking and drawing subtests were combined into an average time score for each subject, and these data were examined by analysis of variance (age x sex x SES), using only those subjects tested in both Years 1 and 2. Age analyses for both years favored the older subjects, although the differences were very small in absolute magnitude. SES, i.e., mother's education, had a highly significant effect across years, with scores increasing as mother's education increased. Motor inhibition ability correlated significantly with other measures of competence and achievement in the longitudinal study battery. A general "impulsivity" dimension did not emerge. Tables provide means, standard deviation, and percentile distributions. (For related documents, see TM 003 174-186, 188-198.) (DB)

ED 081 827 TM 003 188
Ward, William C.
Open Field Test; Technical Report 14. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Report No—TR-14
Pub Date Dec 72
Note—35p.; Grant No. H-8256
Available from—Not available separately; see TM 003 174
Document Not Available from EDRS.
Descriptors—Age Differences, Data Analysis, *Disadvantaged Youth, Longitudinal Studies, *Measurement Instruments, *Play, *Preschool Tests, Sex Differences, Socioeconomic Status, *Student Testing, Tables (Data), Technical Reports, Test Results, Tests
Identifiers—*Open Field Test, Project Head Start
The Open Field Test was used to assess variables that might not be manifested in a more standard testing situation. In this test, the child was shown 10 standard play objects in the room, and was told to do anything he wished with the toys. The tester initiated no interaction with the child and responded minimally to any overture made by the child. During each 30-second period of the 10-minute test, the tester recorded and described every play activity involving each object, along with a variety of nonplay activities. Following a process of score reduction, four scores were used in structural analyses: mean complexity of play, number of periods child talked to tester, number of periods child talked to self, and number of simple sequences. For each of these scores, age x sex x SES repeated measures measures analysis of variance was performed. For mean complexity of play, a significant effect of sex was present; males tended to engage in more complex play. There were no effects attributable to age or SES. In the analyses for the number of periods in which the child talked to the tester, a marginal effect of SES and a marginal year by SES interaction was shown; age and sex had no significant effects. Number of periods child talked to self showed a significant effect in the Year 1 data only, with males engaging in more talk. In number of simple sequences, Year 1 data showed a marginally significant SES effect. Results suggest negative evidence that what was measured was different. Eight tables provide the study data. In addition, the Coding Manual and Answer Sheet are included. (For related documents, see TM 003 174-187, 189-198.) (DB)

ED 081 828 TM 003 189
Meissner, Judith A. And Others
Peabody Picture Vocabulary Test; Technical Report 15. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Report No—TR-15
Pub Date Dec 72
Note—18p.; Grant No. H-8256
Available from—Not available separately; see TM 003 174
Document Not Available from EDRS.
Descriptors—Age Differences, Data Analysis, *Developmental Vocabulary, *Disadvantaged Youth, Longitudinal Studies, *Measurement Instruments, Pictorial Stimuli, *Preschool Tests, Sex Differences, Socioeconomic Status, *Student Testing, Tables (Data), Technical Reports, Test Results, Tests
Identifiers—*Peabody Picture Vocabulary Test, Project Head Start

The Peabody Picture Vocabulary Test is well known and widely used in testing the verbal ability of young children. In the longitudinal study, the standard Peabody test booklet was used in Year 1. In Year 2, a special ETS adaptation of the first 60 items was used, in which there were redrawings of a number of the human pictures to present black children and adults in a variety of roles. Race depicted and item choice were counterbalanced, as was portrayal in positive and negative roles. The test was presented in two ways to the longitudinal study sample: (1) Form A was administered in the standard way in both Years 1 and 2 to obtain an estimate of receptive vocabulary; and (2) Form B was administered in a modified form in both years in order to obtain an estimate of productive vocabulary. A total score consisting of one point for each correct item was calculated for each subject for Form A in both years and for Form B in Year 1. In Year 2, a modified scoring system was devised for Form B so that children received some credit for vague or partially correct responses. In addition to the total score, subscores were obtained based on the percentage of verbs and nouns correctly identified out of those attempted. Separate ANOVAS were performed on the Year 1 and Year 2 data. Results showed highly significant SES differences on both forms in both years. There was a lack of stable sex differences. Within each of the two years, a developmental age trend was definitely apparent. Sic tables provide the study data. (For related documents, see TM 003 174-188, 190-198.) (DB)

ED 081 829 TM 003 190
Dermen, Diran
Picture Completion Test, Wechsler Preschool and Primary Scale of Intelligence; Technical Report 16. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Report No—TR-16
Pub Date Dec 72
Note—11p.; Grant No. H-8256
Available from—Not available separately; see TM 003 174
Document Not Available from EDRS.
Descriptors—Age Differences, Cognitive Ability, Cognitive Processes, Data Analysis, *Disadvantaged Youth, Intelligence Factors, *Intelligence Tests, Longitudinal Studies, *Measurement Instruments, Pictorial Stimuli, *Preschool Tests, Psychological Characteristics, Sex Differences, Socioeconomic Status, Student Testing, Tables (Data), Technical Reports, Test Results, Tests, *Visual Measures
Identifiers—*Picture Completion Test (WPPSI), Project Head Start

The Picture Completion subtest of the Wechsler Preschool and Primary Scale of Intelligence was included in this study as a measure of analytic functioning, an aspect of psychological differentiation. Twelve of the 23 items on the test were taken from the WISC and 11 were new. The child is shown a series of 23 pictures, each of which has some important part missing, and is asked to indicate the missing part. If the child fails to give the correct answer on either of the first two pictures, he is given the correct answer. The test continues through all 23 pictures or until 5 consecutive failures beginning with card 3. Scores were obtained for correct verbal responses, correct nonverbal responses, and total correct responses. The test is reasonably easy to administer, but great care must be taken to question simple labelling responses and to record answers completely. Some children did not understand the meaning of the term "missing" in the instructions. The task was found to be sensitive to age, sex, and SES differences. The test is factorially complex and reflects general competency, a mixture of intellectual competency and cultural experience. Little evidence was found to support its use as a measure of analytic functioning in this group of subjects at this age. (For related documents, see TM 003 174-189, 191-198.) (Author/KM)

ED 081 830 TM 003 191
Dermen, Diran Meissner, Judith A.
Preschool Embedded Figures Test; Technical Report 17. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Report No—TR-17
Pub Date Dec 72
Note—21p.; Grant No. H-8256
Available from—Not available separately; see TM 003 174
Document Not Available from EDRS.
Descriptors—Age Differences, *Cognitive Processes, Cognitive Tests, Data Analysis, *Disadvantaged Youth, Longitudinal Studies, *Measurement Instruments, Pictorial Stimuli, *Preschool Tests, Psychological Characteristics, Sex Differences, Socioeconomic Status, Student Testing, Tables (Data), Technical Reports, Test Results, Tests, *Visual Measures
Identifiers—PEFT, *Preschool Embedded Figures Test, Project Head Start

The Preschool Embedded Figures Test (PEFT), based partly on the Children's Embedded Figures Test, is a measure of field independence, or analytic functioning. It is intended to investigate the development of psychological differentiation in children as young as age three. The PEFT contains 27 black and white drawings (3 practice drawings and 24 test drawings), in each of which a simple equilateral triangle is embedded. The child is presented a card on which is printed a small triangle and is shown how to trace his fingers along the edges of the triangle. The child is then shown three practice figures in which the triangle is embedded and is asked to indicate the triangle and to run his/her fingers along its side. The child is given the three practice items a maximum of three times; if he/she does not get at least two items correct on the second or third trial, the regular test items are not administered. In the test proper, the child is allowed two attempts per item in a maximum of 30 seconds. The test is considered difficult to administer. Responses and response times are recorded for scores. Testers found it quite difficult to hold the attention of many younger children with this test. The total score measure was found to be sensitive to age, sex, and SES differences in both years. Data from the latency measure was not very informative, and it is recommended that the timing of responses be dropped except where there is a particular need. Evidence was found for the changing meaning of the task from Year 1 to Year 2; Year 1 correlations were highest with verbal measures, while Year 2 correlations were highest with more perceptual tasks. Conclusive evidence concerning validity was not found. (For related documents, see TM 003 174-190, 192-198.) (Author/KM)

ED 081 831 TM 003 192
Gilbert, Lynn E. Shipman, Virginia C.
Preschool Inventory; Technical Report 18. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Report No—TR-18
Pub Date Dec 72
Note—12p.; Grant No. H-8256
Available from—Not available separately; see TM 003 174
Document Not Available from EDRS.
Descriptors—Age Differences, *Cognitive Development, Data Analysis, *Disadvantaged Youth, Longitudinal Studies, *Measurement Instruments, Number Concepts, Parent Influence, Perceptual Motor Coordination, *Preschool Tests, Sex Differences, Socioeconomic Status, *Student Testing, Tables (Data), Technical Reports, Test Reliability, Test Results, Tests, Verbal Development
Identifiers—*Preschool Inventory, Project Head Start

The Preschool Inventory is the task in this battery most clearly associated with general cognitive development. It measures a range of verbal, quantitative, and perceptual-motor skills. The Inventory was first developed as a general achievement measure for Head Start children. The 1970 edition of the Inventory contains 64 items in four areas: personal-social responsiveness, associative vocabulary, concept activation--numerical, concept activation--sensory. About 60% of the items require an oral response; the rest give directions for some other physical action. The test requires approximately 20 minutes with three- to five-year-olds. Children's answers were recorded for the verbal items, and their performance described on nonverbal ones. The correlation between Year 1 and Year 2 scores was .66, one of the highest in this study. Both the internal analyses and the correlational data suggest that this task is a reliable and valid measure of preschool cognitive abilities. Significant sex, age, and SES differences were noted. Age and SES differences are attributed to the importance of experience as an influence on general knowledge and skills. The higher performance of girls may reflect differential home instruction, greater cooperation or interest in the task, and/or differential verbal interaction with the mother, in amount and in elaboration. (For related documents, see TM 003 174-191, 193-198.) (KM)

ED 081 832 TM 003 193
Goldman, Karla S. Shipman, Virginia C.
Risk-Taking 2; Technical Report 19. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
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Pub Date Dec 72
Note—9p.; Grant No. H-8256
Available from—Not available separately; see TM 003 174
Document Not Available from EDRS.
Descriptors—Age Differences, Behavior Patterns, Data Analysis, *Disadvantaged Youth, *Locus of Control, Longitudinal Studies, *Measurement Instruments, *Preschool Tests, Risk, *Self Concept Tests, Sex Differences, Socioeconomic Status, Student Testing, Tables (Data), Technical Reports, Test Results, Tests
Identifiers—Project Head Start, *Risk Taking 2

Risk-Taking 2 investigates behaviors of young children who are presented with a choice without prior knowledge of the outcome. The child is asked to choose between a certainty, a toy placed in front of him, and an uncertainty, a paper bag which E had previously explained might contain five toys or none at all. Children who chose the certain toy were shown that the bag contained five toys and were given a second trial with a different bag. In this sample, 60.7% of the children chose the uncertain outcome on the first trial in Year 1 and 59.5% did so in Year 2. The remaining Ss were given a second trial. After two trials, approximately 79% were willing to choose an uncertain outcome. A significant sex difference was noted, with boys being more willing to take risks. However, a significant sex by year interaction was noted, with girls showing a greater increase in risk-taking from Year 1 to Year 2. This measure did not correlate significantly with any other measure in the battery. The Risk-Taking 2 appears to provide only limited differentiation for children at this age. Possibly there is too little risk involved. There was little or no correlation in performance between the two years. (For related documents, see TM 003 174-192, 194-198.) (KM)

ED 081 833 TM 003 194
Lindstrom, David R. Shipman, Virginia C.
Sequin Form Board; Technical Report 20. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.

Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Report No—TR-20
Pub Date Dec 72
Note—11p.; Grant No. H-8256
Available from—Not available separately; see TM 003 174
Document Not Available from EDRS.
Descriptors—Age Differences, Cognitive Ability, Data Analysis, *Disadvantaged Youth, *Eye Hand Coordination, Longitudinal Studies, *Measurement Instruments, Perceptual Development, *Preschool Tests, Sex Differences, Student Testing, Tables (Data), Technical Reports, Test Results, Tests, *Visual Discrimination
Identifiers—Project Head Start, *Seguin Form Board

The Seguin Form Board Test is used to assess visual discrimination and matching and eye-hand coordination. Previous analysis has shown the vactor loadings for the same scale to differ among age levels, so the test may be measuring different abilities at different age levels. Test materials consist of ten differently shaped wooden blocks and a large form board with recessed corresponding to these shapes. The child is instructed to put the shapes where they belong as fast as he/she can. Three trials are given, each with similar instructions, and Ss are instructed to go faster on each trial. Time, in seconds, and number of errors were obtained for each trial. A significant decrease in response time from Year 1 to Year 2 was found. Results indicate that cognitive-perceptual abilities are involved in Seguin performance. Sex differences were small but indicated that girls performed better than boys. Fewer errors as well as faster response time were associated with age in both years. SES differences for time and error scores were relatively small. Comprehension of the task is evident in the decrease in time scores across trials; the decrease in error scores across trials may indicate a practice effect. (For related documents, see TM 003 174-193, 195-198.) (KM)

ED 081 834 TM 003 195
Lindstrom, David R. Shipman, Virginia C.
Sigel Object Categorization Test; Technical Report 21. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Report No—TR-21
Pub Date Dec 72
Note—19p.; Grant No. H-8256
Available from—Not available separately; see TM 003 174
Document Not Available from EDRS.
Descriptors—Age Differences, *Classification, *Cognitive Development, Concept Formation, Data Analysis, *Disadvantaged Youth, Longitudinal Studies, *Measurement Instruments, *Preschool Tests, Sex Differences, Socioeconomic Status, Student Testing, Tables (Data), Technical Reports, Test Results, Tests
Identifiers—Project Head Start, *Sigel Object Categorization Test

The Sigel Object Categorization Test (SOCT) is used for studying classification abilities in young children, the criteria for which is considered indicative of both cognitive ability and style. The test consists of two types of stijuli--one set of 12 relatively familiar three-dimensional objects and a second set of colored photographs of these objects. An active or passive sort can be used. Year 1 and Year 2 testing used objects and the active sorting condition. After the child identifies each object, E selects a different object on each of 12 trials and asks the child to put it with the ones that are the same. Three trials, with differently worded instructions, are possible for each item. After the child has selected objects to go with the stimulus, E asks for the rationale for the sort. Latency to first object choice is also recorded. Responses are scored on the basis of verbal level and type of classification. The low mean scores for total grouping responses indicate the task was fairly difficult for this age group. Response stability across years was low. An increase in grouping responses in the Year 2 data was observed. Within-year age differences were evident in both years. Most Ss were able to recognize and correctly lable most of the objects, but few were able to give reasons for their groupings. Significant SES differences were also found. The SOCT provides a wealth of data, but it is difficult to use in large-scale evaluations, and administration and scoring require a great deal of training. (For related documents, see TM 003 174-194, 196-198,) (KM)

ED 081 835 TM 003 196
Meissner, Judith A. And Others
Spontaneous Numerical Correspondence Test; Technical Report 22. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Report No—TR-22
Pub Date Dec 72
Note—18p.; Grant No. H-8256
Available from—Not available separately; see TM 003 174
Document Not Available from EDRS.
Descriptors—Age Differences, *Cognitive Development, Concept Formation, *Conservation (Concept), Data Analysis, *Disadvantaged Youth, Longitudinal Studies, Mathematical Concepts, *Measurement Instruments, *Preschool Tests, Sex Differences, Socioeconomic Status, Student Testing, Tables (Data), Technical Reports, Test Results, Tests
Identifiers—Piaget (Jean), Project Head Start, *Spontaneous Numerical Correspondence Test

The Spontaneous Numerical Correspondence Test is an adaptation of a Piagetian procedure. Here the tester sets out an array of blue ceramic tiles and, providing the child with his/her own box of 15 blue and 15 red tiles, asks the S to take out the same number. The task is repeated four times: twice with 7 tiles, once with 8, and once with 10. In three of the presentations, the tester arranges the tiles in a straight line; in one, they are in a "random" arrangement. The test requires only nonverbal responses, takes about five minutes, and is easy to administer. Scores are based on arrangement of configuration and number. Scores were sensitive to age differences in Years 1 and 2 and to SES differences for data combined over both years. Correlations with other tests in the battery were quite low, including the correlation with the ETS Enumeration, the other task purporting to test quantitative skills. This may be due to the nature of number abilities. Direct evidence of validity is presently lacking, but the theoretical soundness of the test and data on reliability indicates that it can serve as a Piaget-based measure of the preoperational understanding of number. (For related documents, see TM 003 174-195, 197-198.) (KM)

ED 081 836 TM 003 197
Gilbert, Lynn E. Shipman, Virginia C.
TAMA General Knowledge Test; Technical Report 23. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Report No—TR-23
Pub Date Dec 72
Note—8p.; Grant No. H-8256
Available from—Not available separately; see TM 003 174
Document Not Available from EDRS.
Descriptors—Age Differences, Cognitive Tests, Data Analysis, *Disadvantaged Youth, *Knowledge Level, Longitudinal Studies, *Measurement Instruments, *Nonverbal Tests, *Preschool Tests, Sex Differences, Socioeconomic Status, Student Testing, Tables (Data), Technical Reports, Test Results, Tests
Identifiers—Project Head Start, *TAMA General Knowledge Test

The TAMA was designed specifically for the Longitudinal Study as a nonverbal test of general knowledge. The test requires the child to point to the correct picture among three alternatives in response to a question. The two practice items and 25 test items are printed on bound cards, mostly in black and white. Items can be classified as follows: social environment, physical environment, health and safety, practical arts, consumer behavior, sports and games, literature, and TV and comics. The test takes about ten minutes. Each item was scored as correct, incorrect, refusal, or indeterminate. The TAMA correlated with a wide range of cognitive perceptual measures and correlated highly with a factor representing general information-processing skills. Its internal reliability, convergent validity, ease of administration, and reduced emphasis on productive skills suggest its usefulness as a supplementary index in test batteries aimed at tapping cognitive abilities. The significant SES and age effects reflect the expected maturational and experimental influences upon the child's increased assimilation of knowledge from his environment. (For related documents, see TM 003 174-196, 198.) (Author/KM)

ED 081 837 TM 003 198
Shipman, Virginia C. Lindstrom, David R.
Vigor 2; Technical Report 24. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Report No—TR-24
Pub Date Dec 72
Note—7p.; Grant No. H-8256
Available from—Not available separately; see TM 003 174
Document Not Available from EDRS.
Descriptors—Age Differences, Data Analysis, *Disadvantaged Youth, *Exercise (Physiology), Fatigue (Biology), Longitudinal Studies, *Measurement Instruments, Physical Examinations, *Physical Fitness, Physical Health, *Preschool Tests, Sex Differences, Socioeconomic Status, Student Testing, Tables (Data), Technical Reports, Test Results, Tests
Identifiers—Project Head Start, *Vigor 2

This is the second of two measures designed for this study to test the child's vigor. The measure consists of instructing the child to turn a large wooden crank, mounted on a stand, as fast as he can until the E says to stop. Two trials of 15 second each, preceded by a practice trial, were presented. The score was the number of turns completed in each 15-second trial. The test had low correlations with other test scores in both year. The Vigor 2 score appeared to be determined by more than immediate energy level, but the nature of these other components is presently unclear. The data indicated that cognitive and motivational variables were associated with the score. Sex and age differences suggest that sex-typed behaviors and physical coordination are also being tapped. The extent to which Vigor 2 also taps vigor, persistence and/or willingness to please the examiner is unknown. (For related documents, see TM 003 174-197.) (KM)

ED 081 838 TM 003 199
Walsh, W. Bruce
Theories of Person-Environment Interaction: Implications for the College Student. Monograph 10.
American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Report No—ACT-Mono-10
Pub Date 73
Note—229p.
Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 ($3.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Behavior Theories, College Students, Cultural Background, Cultural Environment, *Environmental Influences, *Interaction Process Analysis, *Literature Reviews, *Psychological Patterns, Psychological Studies

The basic objective of this monograph is to present and review a few selected theories of person-environment interaction which have stimulated meaningful research. Five theoretical viewpoints are included: Barker's theory of behavior settings, the subcultural approach, Holland's theory of personality types and model environments, Stern's need x press=culture theory, and Pervin's transactional approach. These theories are, for the most part, psychological in nature, but most of them evidence some interdisciplinary anchorings. Research related to the theories is synthesized and the theories are compared. In ad-

dition, the theoretical and applied implications of each theory are discussed and evaluated. Lists of references and ACT publications conclude the volume. (Author/KM)

ED 081 839 TM 003 200

Summary Report of Statewide Testing Program 1971-1972. Evaluation Report No. 81.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No—Eval-R-81

Pub Date 72

Note—60p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement Tests, *Aptitude Tests, Norms, Standardized Tests, State Programs, Tables (Data), Technical Reports, *Testing Programs, *Test Results

Hawaii's testing program for 1971-72 is described, and test results are provided. Following an introduction and a glossary of technical terminology, narrative summaries of all the tests administered are provided. These tests are: California Test of Mental Maturity; California Achievement Test--Reading; SCAT; STEP--Reading, Mathematics, Writing, Science, Social Studies, and Listening; and Differential Aptitude Test. In each narrative, the following information is given: purpose of the test, population taking the test, date of the test administration, and a summary of results. Appendices provide specific results for each test and State and national norms. (KM)

ED 081 840 TM 003 201

Instruments and Procedures for the Evaluation of Vocational/Technical Institutions and Programs.

American Vocational Association, Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-9-0489

Pub Date 71

Grant—OEG-0-9-180489-4672(085)

Note—145p.; Pilot Test Edition 12-71 for Discussion Only

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Educational Objectives, *Evaluation Criteria, *Evaluation Methods, Guidelines, Program Effectiveness, *Program Evaluation, Program Improvement, Technical Education, *Tests, *Vocational Education

A draft of untested instruments and procedures for evaluating vocational/technical education programs, intended for discussion and use in field tests, is presented. The guidelines, criteria, and evaluation methods presented are divided into two major categories--institutional form and program form. Items within each category are grouped under the following topics: distinguishing characteristics, objectives, and structure and means. Each item is characterized in an initial statement, followed by guidelines for identifying and evaluating the characteristic. Forms for institutional and individual self-evaluation are also included. A glossary of terms and an index are appended. (KM)

ED 081 841 TM 003 202

Freeberg, Norman E. Reilly, Richard R.

Development of Criterion Dimensions for Youth-Work Training Programs.

Note—9p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescents, Disadvantaged Youth, *Evaluation Criteria, Program Effectiveness, *Social Adjustment, Student Evaluation, *Success Factors, Technical Reports, *Vocational Adjustment, *Vocational Education

Two sets of multiple criterion dimensions were identified for use with disadvantaged adolescents who participated in youth-work training programs. One set was composed of five factors applicable to short-term "success" at program completion (e.g., "Training Program Adjustment"; "Social-Community Adjustment"). Six factors extracted from a matrix of post-program variables defined a criterion domain covering various aspects of employment and social adjustment (e.g., "General Adjustment and Job Success"; "Blue-Collar Job Success"; "Community-Family Adjustment"). Dependence on a single overriding criterion measure, such as employment, was shown to limit the understanding of behavioral outcomes. (Author/KM)

ED 081 842 TM 003 203

Wilson, H. A.

A Humanistic Approach to Criterion Referenced Testing.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date 18 Sep 72

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement Tests, *Criterion Referenced Tests, Educational Objectives, *Educational Philosophy, Humanism, Item Sampling, Literature Reviews, Standardized Tests, *Test Construction, Test Validity

Test construction is not the strictly logical process that we might wish it to be. This is particularly true in a large on-going project such as the National Assessment of Educational Progress (NAEP). Most of the really deep questions can only be answered by the exercise of well-informed human judgment. Criterion-referenced testing is still a term in search of definition. It has been suggested that NAEL's exercises might be more properly called "objective referenced" tests. That is a reasonable title for our efforts since we are attempting to assess the degree of achievement of stated goals without reference to a predetermined level or criterion. Whatever the appropriate title may be, we share the concerns of all workers in the field with the same basic questions. But until satisfactory scientific solutions have been found; we, like the rest of education, must rely on the best human judgment available. (Author)

ED 081 843 TM 003 204

Smith, Charles W.

Criterion-Referenced Assessment.

Pub Date 17 Jul 73

Note—14p.; Paper presented at International Symposium on Educational Testing (the Hague, The Netherlands, July 17, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement Tests, *Criterion Referenced Tests, Educational Testing, Measurement Techniques, *Norm Referenced Tests, Speeches, Standardized Tests, *Test Interpretation, *Test Selection

Identifiers—*Mastery Learning

Both criterion-referenced and norm-referenced measures are useful tools to the classroom teacher, but each has its specific uses. The criterion-referenced measure is useful when one is interested in whether an individual possesses particular competencies and when there are no quotas as to how many possess that skill. It is particularly useful in assessing competence in licensed professions since tasks in these areas must be performed at specifiably high levels of competence. Criterion-referenced assessment is also important to any subject area where future academic success is dependent upon cumulative information or skills, such as in mathematics. The norm-referenced measure should be used when selectivity is required, such asin choosing the most able candidate to fill a position or when only a limited number of candidates can be selected for vocational training or academic pursuit. The criterion-referenced measure points out whether an individual possesses particular skills or competencies, but the norm-referenced measure is better able to indicate how well the individual performs in his competent area. The criterion referenced measure aims to discriminate between successive performance of a given individual, while the norm-referenced measure aims to discriminate between individuals within a particular group on a given measure. Criterion-referenced assessment, along with feedback and remedial procedures, can help teachers realize the goals of mastery learning with their students. (Author/KM)

ED 081 844 TM 003 205

Pyrczak, Fred

Use of Similarities between Stems and Keyed Choices in Multiple-Choice Items.

Pub Date 73

Note—10p.; Paper presented at Annual Meeting of National Council for Measurement in Education (New Orleans, Louisiana, February 26-28, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Item Analysis, *Multiple Choice Tests, Technical Reports, *Test Construction, Testing, Test Reliability, Test Results, Test Validity, *Test Wiseness

The general purpose of this study was to determine the effects of similarities between stems and keyed choices on test difficulty. Unlike previous investigations of this undesirable characteristic of some multiple-choice items, the present study employed items that were unintentionally faulty and samples of examinees who were highly experienced test-takers. The first phase of the study indicated that the presence or absence of similarities did not significantly affect examinees' scores. The second phase, however, indicated that examinees easily may be trained to recognize and use such similarities to advantage. (Author)

ED 081 845 TM 003 206

Shimron, Joseph

Learning Activities in Individually Prescribed Instruction.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—26p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Classroom Observation Techniques, Diagnostic Teaching, Grade 2, *Individualized Instruction, Individualized Programs, *Learning Activities, *Student Behavior, Technical Reports, Time Factors (Learning)

Identifiers—Individually Prescribed instruction, IPI

This study investigated the effectiveness of an observational technique developed to study characteristics of the Individually Prescribed Instruction (IPI) system and the extent to which IPI adapts to individual student differences. Subjects for the study were students from a second grade IPI classroom of an inner-city public elementary school. The results of the study have been analyzed in terms of the following four basic topics: (1) the distribution of student time spent in different types of activities, (2) the sequential effects of the different activities, (3) frequency and duration of activities, and (4) qualitative aspects of the activities. (Author)

ED 081 846 TM 003 207

Scott, Norval C., Jr.

Zip Test.

Butte County Superintendent of Schools, Oroville, Calif.; California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Note—24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Achievement Tests, *Diagnostic Tests, Elementary Grades, *Elementary School Mathematics, *Grouping (Instructional Purposes), *Language Fluency, Language Skills, Language Tests, *Migrant Child Education, Migrant Children, Reading Diagnosis, Reading Level

A copy of the Zip Test, designed to determine quickly the grade placement of a migrant child in reading and math and to assess his English language facility, is presented. The purpose of the test is to locate the instructional level at which the child can effectively use mathematics and reading books and to indicate his ability to conceptualize verbally in English. The test is not intended for use in chronological grade placement. The test consists of a group of pictures of objects and activities, a series of simple words, six brief stories (each consisting of only a few sentences), a series of multiple-choice word opposites, a group of shapes and numbers, and a series of arithmetic problems. Two forms for use in recording the child's performance on the test and placement level are also presented. (KM)

ED 081 847 TM 003 208

Williams, S. Irene Jones, Chancey O.

Performance of SSMCIS-Trained Students on College Board Mathematics Examinations. Test Development Report.

Educational Testing Service, Princeton, N.J.

Report No—ETS-TDR-73-4

Pub Date Jul 73
Note—28p.
Available from—Educational Testing Service, Princeton, New Jersey 08540
Document Not Available from EDRS.
Descriptors—*Academic Performance, Achievement Tests, *College Entrance Examinations, *Mathematics Curriculum, Program Effectiveness, Secondary Grades, Secondary School Mathematics, Technical Reports, *Test Bias

In an attempt to determine whether either the CEEB Mathematics Level II Examination or the mathematics portion of the PSAT is biased against students enrolled in a new mathematics curriculum (the Secondary School Mathematics Curriculum Improvement Study), three studies were conducted with the following results: (1) the Level II test was as easy for 11th-grade SSMCIS students as it was for high school seniors enrolled in college preparatory mathematics courses or for college freshmen enrolled in beginning calculus courses; (2) in both studies of the PSAT, the SSMCIS students performed considerably better than the regular PSAT group did on both the verbal and mathematical sections of the PSAT; and (3) even when SSMCIS students were matched with students of the same sex who were from a select group of high schools and who had the same PSAT verbal scores, the performance of the SSMCIS group in mathematics was superior to that of the matched group. The difference in mean scores relative to the standard deviations of the two groups was highly significant. Questions in geometry appeared to function somewhat differently from the nongeometry questions, but there were fewer geometry questions in the test and the SSMCIS students appeared to have such an advantage on the nongeometry questions that there was no evidence to indicate bias in the test as a whole. (Author/KM)

ED 081 848 TM 003 209
Thomas, Patricia J.
An Investigation of Possible Test Bias in the Navy Basic Test Battery.
Naval Personnel and Training Research Lab., San Diego, Calif.
Report No—AD-749-697; TB-STB-73-1
Pub Date Aug 72
Note—28p.; Technical Bulletin
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-749 697, MF $1.45, HC $3.00)
Document Not Available from EDRS.
Descriptors—Academic Performance, Military Personnel, *Military Training, *Predictive Ability (Testing), *Racial Discrimination, Standardized Tests, Technical Education, Technical Reports, *Test Bias

The research investigated whether racial bias exists in the Navy Basic Test Battery (BTB), used to assign recruits to technical schools. BTB scores and school grades were obtained for approximately 105,000 whites and 2,000 blacks attending A Schools in 1969-1970. Sufficient numbers of blacks attended 24 schools for statistical analysis of their test scores and standardized school grades. The findings and conclusions were as follows: The means of the white and black samples were significantly different for both the school grade criterion and the predictor tests, with whites scoring higher than blacks on all variables; The regression lines of each race differed significantly. If single BTB tests were used in selection, overprediction of minority performance would be somewhat more common than underprediction. The tests more accurately predicted the grades of white students than of black. The selection composites were valid predictors of the performance of white students in all schools and for black students in half of the schools. (Author)

ED 081 849 TM 003 210
Locoste, Aime
Reporting to Parents When Individualizing Instruction.
Robert Cushman Murphy Junior High School, Stony Brook, N.Y.
Pub Date 73
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Records, Achievement Rating, Grades (Scholastic), *Individualized Instruction, Individualized Programs, Intermediate Grades, Performance Contracts, *Report Cards, Speeches, *Student Evaluation

Methods and forms are described that are in use for reporting student progress and performance to parents at a junior high school with varying degrees of individualized instruction in each subject area. For the 8th grade science program, in which all work is performed on individual or group contracts, the teacher records each date of completion and acceptance and writes some remarks on quality. One copy is sent home with the student each quarter. The 7th grade math and science reports list all topics covered during the year. Students may complete differing numbers of topics during one quarter. Achievement ratings of "excellent," "satisfactory," or "needs improvement" are given. It is planned to change this achievement rating to a notation of satisfactory completion when accepted by the teacher. Evaluation reports for social studies, industrial arts, foreign language, and English are attached. (KM)

ED 081 850 TM 003 211
Rafacz, Bernard A. Foley, Paul P.
An Analysis of a Fleet Post-Training Performance Measurement Technique.
Naval Personnel Research and Development Lab., Washington, D.C.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—WTR-73-47
Pub Date Jun 73
Note—180p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Measurement Techniques, Military Personnel, *Military Training, Performance Tests, *Statistical Analysis, *Task Performance, Technical Occupations, Technical Reports, Test Validity

The purpose of this research effort is to validate the utility and effectiveness of a unique human performance measurement technique developed under ONR contract (N0001467C0107). Performance data on eight Navy ratings was collected from ships of LANTFLT and PACFLT. This report is the last in a series of technical reports on the statistical analysis of that data. A statistical analysis is provided on performance related data for electronic maintenance personnel sampled from 21 ships. Four different performance estimators, as functions of critical incidents, were evaluated. A detailed explanation of the distributional properties of the performance estimators is presented, and an explanation of the factors that lead to the adoption of a curvilinear regression analysis for analysis of the data is discussed. The results of the statistical analysis indicated that a certain combination of the performance data possessed moderate validity for appraising the absolute level of technician on-the-job performance on the EM, ET, FT, and IC ratings. Application of the technique to technicians in the RM, ST, and TM ratings was tenuous, but still appropriate, while none of the performance estimators seemed to be applicable to technicians in the RD rating. For this reason, it would seem that the appropriateness of application of this technique to other ratings warrants investigation, perhaps by the approach employed in this report. In any event it has been observed that the technique possesses sufficient merit to be recommended for more widespread use within the U. S. Navy. (Author)

ED 081 851 TM 003 212
An Independent Assessment of the Title III, ESEA Validation Effort for 1972-73.
Scientific Management Associates, Gloucester, N.J. Educational Systems Div.
Pub Date May 73
Note—90p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Observation Techniques, Educational Practice, *Evaluation Methods, Program Evaluation, *Project Training Methods, Self Evaluation, Teaching Methods, *Team Training, Training Techniques, Workshops
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The evaluation materials and instructional content relevant to the IVD process for 1972-73 are presented. Section I is an analysis of the on-site experience of the validators. Section II is an SMA evaluation of the ten national training workshops for validators and State and local project personnel. Section III contains SMA recommendations for Year II developmental activities based on input from the validators' critiques, the participant evaluation of the workshops, and SMA's involvement in the instrument design phase. Forms and materials used in the training workshops are presented in appendices. (Author/KM)

ED 081 852 TM 003 213
Cory, Charles H. And Others
The Development and Statistical Evaluation of a Recruit Training Performance Test.
Naval Personnel and Training Research Lab., San Diego, Calif.
Report No—AD-760-307; SRM-73-4
Pub Date Mar 73
Note—21p.; Research memorandum
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-760 307, MF $1.45, HC $3.00)
Document Not Available from EDRS.
Descriptors—Achievement Tests, *Military Training, *Performance Tests, *Psychomotor Skills, Technical Reports, *Test Construction, Test Reliability

The Recruit Performance Test (RPT) was developed to meet a widely recognized need for an accurate measurement of achievement in learning the military/psychomotor skills in recruit training. It was hoped that the test would be of special value in assessing the achievement of Category IV personnel, who are thought to be penalized by the present emphasis upon verbal/academic testing. The RPT, composed of items in the recruit training curriculum which were the most amenable to performance testing, was administered to recruits in their fourth through tenth weeks of training. Despite intensive efforts to develop a wide variety of appropriate test items, the following deficiencies were found: Most recruits were able to perform at a very high level, thus rendering the test too easy for effective discrimination; Although inter-rater reliabilities for the test were acceptable, K-R20 reliabilities were marginal and alternate form reliabilities were low. These deficiencies would preclude the use of the RPT for comparisons among individual personnel; however, the test may prove to be useful as an index of performance differences between groups. (Author)

ED 081 853 TM 003 214
Manual for School Evaluation.
New England Association of Schools and Colleges, Burlington, Mass. Commission on Independent Secondary Schools.
Pub Date 72
Note—49p.
Available from—New England Association of Schools and Colleges, Inc., Commission on Independent Secondary Schools, 131 Middlesex Turnpike, Burlington, Massachusetts 01803 ($3.00 NEASC Member schools or affiliates, $5.00 non-members)
Document Not Available from EDRS.
Descriptors—Academic Standards, *Accreditation (Institutions), Elementary Schools, Evaluation Methods, Junior High Schools, *Manuals, *Private Schools, *Program Evaluation, Secondary Schools, Ungraded Schools

The manual, the fourth edition of the material used by the Commission on Independent Secondary Schools, is designed for use in elementary, secondary and ungraded schools and those with K-12 or other grade configurations. The manual is divided into three main parts: (1) a discussion of the evaluation process; (2) manual of instructions--general instructions to the school and the visiting committee and visiting committee reports; and (3) the evaluation report--purposes and objectives; students, graduates, parents, community; professional staff, program; decision-making process; and the administration of the institution. A supplementary material inventory concludes the manual. (KM)

ED 081 854 TM 003 215
Stratton, Julius A.
Revised Edition of Testing Manual for Middle and High Schools.
Gary City Public School System, Ind.
Pub Date 5 Sep 73
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, High Schools, Intelligence Tests, *Manuals, Middle Schools, *Standardized Tests, *Testing, *Testing Programs, Test Interpretation, Test Selection

The testing manual for middle and secondary schools of the School City of Gary is provided.

The manual is divided into five parts: (1) rationale of the citywide testing program--selection and classification decisions, evaluation of treatments and verification of hypotheses, selection of tests, and general testing principles; (2) preparation for testing--Student Test Analysis, test bulletin, test analysis class list, test administration check list, preparing the subject for the test, scoring services available, the student test profiles; (3) interpretation of test results--derived scores, supplementary glossary, using stanines to relate achievement to capacity, test interpretation cautions; (4) the current testing program--the Lorge-Thorndike Intelligence Tests, Form 1, the Iowa Tests of Basic Skills, Form 5, the Tests of Academic Skills, Levels I and II, the Differential Aptitude Tests, Form L, annual twelfth grade survey, the special reading testing program, Indiana Needs Assessment Program; and (5) content analyses of the ITBS--reading comprehension, vocabulary, mathematics. References and related data--practice exercises, announcements for students, incomplete data form, test inventory form, a list of factors affecting the success of a measurement and evaluation program, and a grid for plotting pairs of stanines on a scattergram for a single class--are also provided. (KM)

ED 081 855 TM 003 216

Geisert, Paul

A Discrepancy Evaluation System for University Professors 1973.

Wyoming Univ., Laramie. Science and Mathematics Teaching Center.

Pub Date 73

Note—28p.

Available from—University of Wyoming, Center for Research, Service and Publication, Laramie, Wyoming (no price quoted)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Educational Objectives, Effective Teaching, *Evaluation Methods, Evaluation Techniques, Faculty Evaluation, Manuals, *Models, *Professors, *Teacher Evaluation, Teacher Rating

This model for evaluating the professional activities of university professors is based on: (1) a systematic process for reporting their activities; and (2) discrepancy evaluation--the comparison of goals and objectives with outcomes. The model assesses a professor's activity in ten categories--teaching; student evaluations; research, creative ability, and scholarship; teaching/research; public service; intra-university activity; extra-university activity; administration; advisee evaluations; and test question evaluations. The evaluation involves 10 basic steps: (1) the professor allocates to the 10 categories the percent of effort he sets as his goal for the coming semester or year; (2) the professor completes the goals and objectives for all categories; (3) the department chairman evaluates the effort allocation and goal intent statements; (4) if discrepancies are noted in step 3, the chairman and professor eliminate or reduce them; (5) the Overall Evaluation Form is completed by the professor and then by his chairman; (6) during the year or semester, the student evaluation form is administered to all the professor's students, the professor submits samples of his tests, and evaluation forms are sent to his advisees; (7) after the year or semester, the professor completes the "description of activities and processes"; (8) the professor then completes the "accomplishment" section, the "products and accomplishments" section of each category, and a self evaluation; (9) the chairman evaluates the discrepancies between goals and accomplishments; (10) on subsequent cycles through the system, the professor tries to reduce discrepancies. (For related documents, see TM 003 217-218.) (KM)

ED 081 856 TM 003 217

Geisert, Paul

A Discrepancy Evaluation System for Elementary School Teachers 1973.

Wyoming Univ., Laramie. Science and Mathematics Teaching Center.

Pub Date 73

Note—32p.

Available from—University of Wyoming, Center for Research, Service and Publication, Laramie, Wyoming (no price quoted)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Educational Objectives, Effective Teaching, *Elementary School Teachers, *Evaluation Methods, Evaluation Techniques, Faculty Evaluation, Manuals, *Models, *Teacher Evaluation, Teacher Rating

A model for evaluating the professional activities of elementary school teachers is presented. It is based on: (1) a systematic process for reporting their activities; (2) discrepancy evaluation--the comparison of goals and objectives with outcomes; and (3) product rather than process evaluation. Teacher activity in nine categories is assessed--teaching, curriculum, school-related activities, student interactions, administration, service, professional growth, student evaluation, and test evaluation. The ten steps involved in the evaluation are described. The evaluation forms are included. An appendix contains a sample contract for implementing the discrepancy evaluation models and a list of job targets. (For related documents, see TM 003 216, 218.) (KM)

ED 081 857 TM 003 218

Geisert, Paul

A Discrepancy Evaluation System for High School Teachers 1973.

Wyoming Univ., Laramie. Science and Mathematics Teaching Center.

Pub Date 73

Note—32p.

Available from—University of Wyoming, Center for Research, Service and Publication, Laramie, Wyoming (no price quoted)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Educational Objectives, Effective Teaching, *Evaluation Methods, Evaluation Techniques, Faculty Evaluation, Manuals, *Models, *Secondary School Teachers, *Teacher Evaluation, Teacher Rating

A model for evaluating the professional activities of high school teachers is presented. It is based on: (1) a systematic process for reporting their activities; (2) discrepancy evaluation--the comparison of goals and objectives with outcomes; and (3) product rather than process evaluation. Teacher activity in nine categories is assessed--teaching, curriculum, school-related activities, student interactions, administration, service, professional growth, student evaluation, and test evaluation. The ten steps involved in the evaluation are described. The evaluation forms are included. An appendix contains a sample contract for implementing the discrepancy evaluation models and a list of job targets. (For related documents, see TM 003 216-217.) (KM)

UD

ED 081 858 UD 013 668

Egerton, John

Promise of Progress: Memphis School Desegregation, 1972-1973.

Southern Regional Council, Atlanta, Ga.

Pub Date Jun 73

Note—33p.

Available from—Southern Regional Council, 52 Fairlie St., N. W., Atlanta, Ga. 30303 ($0.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Biracial Schools, *Bus Transportation, Civil Liberties, Civil Rights, *Civil Rights Legislation, Court Litigation, Educational Change, Racial Integration, School Buses, *School Integration, Social Action, *Social Change, Social Integration, *Supreme Court Litigation, Urban Education

On January 24, 1973, the city public school system of Memphis, Tennessee, began implementing the initial phase of a court-ordered desegregation, and 65 buses--the first ever used in Memphis--rolled through the city streets. What is the significance of the events of January 24 there? What are the implications for urban school systems elsewhere in the country? How did Memphis do what it did, and why did it do it? What has happened since then, and what is likely to happen next? This article attempts to answer these questions. It is felt by the author that it is too soon to investigate the educational side of school desegregation. (Author/SB)

ED 081 859 UD 013 669

Humphreys, Lloyd G.

Fairness for Individuals and Fairness for Selection: Some Basic Considerations.

Pub Date 73

Note—9p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Academic Aptitude, College Admission, *Comparative Analysis, Early Experience, *Educational Diagnosis, Educational Quality, Environmental Influences, Genetics, Heredity, *Predictive Ability (Testing), Predictive Measurement, *Racial Differences, Test Bias, Test Selection

Two of the groups whose relationship represents one of the most critical social problem areas are also the groups on whom there is a large amount of data. These are American Negroes and American Caucasians, or in today's terminology, blacks and whites. Some data relevant to the design of programs of social action suggest the following: The mean intellectual deficit of the black group is a general one and not restricted to measures stressing the use of standard English. The mean intellectual deficit occurs early and changes very little between the first grade and high school graduation. A third and closely-related set of data shows that black schools are not substantially inferior to white schools as measured by the usual economic and demographic characteristics. There is no basis in the psychology of learning or of human abilities for an assumption that environmental deficits can be quickly and easily overcome given freedom of opportunity. If one starts with groups of black and white women who are about equal in intellectual ability at a level well below the national norm, the offspring of the blacks will have a lower mean than the offspring of the whites. These data are admittedly distressing. There appear to be no easy solutions. It is quite clear, for example, that the preschool period is very important and is also presently beyond the reach of the public schools. Families and local communities must assume more responsibility at this atage. (Author/JM)

ED 081 860 UD 013 687

Final Project Report for Title III, E. S. E. A.--Project Breakthrough, Number 1146, 1971-72.

Tamalpais Union High School District, Larkspur, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Bureau of Program Planning and Development.

Pub Date 16 Oct 72

Note—160p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Academic Achievement, Black Community, *Changing Attitudes, Community Attitudes, Educational Attitudes, *High School Students, Individual Development, *Negro Students, *Program Evaluation, School Community Relationship, Student Attitudes, Urban Education

Identifiers—California, *Elementary Secondary Education Act Title III, ESEA Title III

Project Breakthrough, funded under Title III of the 1965 Elementary Secondary Education Act, was conceived to service the Marin City black students in the Tamalpais High School District. This segment numbers about 220 students. The specific objectives were: (1) to significantly increase the black student's confidence in his ability to succeed in school as a means of personal and social growth and achievement; and (2) to provide black community environmental support for the student on his part to educational success by development within the black community an attitude which understands, values, supports, and participates in the total schooling process. The program, since its inception, has been student oriented. Therefore, each staff member had as his prime responsibilities the development of the student in his actual academic and social endeavors. Initially, the staff had to meet with district personnel to gain an understanding of their respective jobs and functions. The second phase involved direct work with students. Counseling and testing sessions were established. Tutorial sessions were started. A stronger black students group was established. Students were encouraged to use the community office as an educational and vocational resource center. In addition, all student groups, large or small, meet there with the staff, providing guidance whenever needed. Field trips, above and beyond those for a particular academic class, were started. (Author/JM)

ED 081 861 UD 013 721

Yin, Robert K.

Racial and Ethnic Identities in American Society.

Rand Corp., Santa Monica, Calif.

Report No—P-4937

Pub Date Dec 72

Note—17p.; Adapted from "Race, Creed, Color, or National Origin," to be published in 1973 by F. E. Peacock Publishers, Inc., 401 W. Irwing Park Rd., Itasca, Ill. 60143

Available from—Rand Corp., Publications Dept., 1700 Main St., Santa Monica, Calif. 90406 (P4937; $1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Acculturation, Civil Rights, *Ethnic Groups, Ethnic Origins, Ethnic Relations, Ethnic Studies, Group Membership, Group Relations, Identification (Psychological), Immigrants, Minority Groups, *Race Relations, *Racial Recognition, Social Structure, United States History

The investigation of race relations, of social problems related to race and ethnicity, and of different racial and social groups, all presume prior information about the definition of racial or ethnic group identity, about the formation, maintenance, and dissolution of such identities, and about the importance of such identities in American societies. Put simply, we need to know what constitutes racial and ethnic differences, and why such differences are important. As in the study of the individual in society, there are two basic components in analyzing race and ethnic group identity: the characteristics of the identities themselves and the societal context within which the identities are important. These two components are only distinguishable in an analytic sense. The most important characteristic of these identities is that they are group identities. The distinction between group and individual identity leads to the observation that the assimilation process may be different for groups than it is for individuals. American society has continually defined basic human rights and economic and social opportunities according to racial and ethnic identities. Racial conflict has persisted throughout American history, marked by lynchings, urban riots, and other forms of violent confrontation. There has also been a revived awareness of other racial and ethnic identities; a consciousness of differences among white ethnic groups has, for example, resurfaced. (Author

ED 081 862 UD 013 749

Smith, Kathleen And Others

Camp Skylake Fourth Quarter Desegregation Course, Summer 1971. Research and Development Report, Volume VI, Number 27, Summer 1973.

Atlanta Public Schools, Ga.

Pub Date 73

Note—81p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Culture Contact, Educational Administration, Educational Planning, Integration Methods, Leadership Training, Problem Solving, *Program Evaluation, *Resident Camp Programs, School Integration, *Secondary School Students, Socioeconomic Status, Student Participation, *Summer Programs

Identifiers—Emergency School Assistance Program, *Georgia

During the summer of 1971, the Administration of Atlanta Public Schools used Emergency School Assistance Program funds to utilize a summer camp as a living-working community which would be an integral part of a four-week fourth quarter, problem-solving course dealing with desegregation problems. The objective of this group was to serve as a model in clarifying problems incident to school desegregation which had been identified in the respective local school communities. Development of solutions and implementation of methods for attacking these problems in a constructive manner was needed. Attitudes, situations, and problems were examined while the pupils were learning leadership techniques to effect solutions to problems. Many of the pupils came into a close relationship with people of diverse cultural and socioeconomic backgrounds for the first time in their lives. In this situation they assisted one another in developing methods of solving the problems common to the school system, as well as the problems that addressed themselves only to a particular school. At the same time, the individual school group built a team to go back to its school and help train other people, as well as to implement solutions to the problems in its local school community. Not only did the camp environment provide an informal, pressure-free situation, it enhanced the opportunity for growth by mixing experiences and backgrounds of all those who participated in the program. (Author/JM)

ED 081 863 UD 013 750

Addy, Polly Turner, Wayne

Austin T. Walden Middle School, 1971-72. Research and Development Report, Volume VI, Number 30, April 1973.

Atlanta Public Schools, Ga.

Pub Date Apr 73

Note—34p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Compensatory Education Programs, Disadvantaged Youth, Educational Diagnosis, Inner City, *Middle Schools, *Program Evaluation, School Community Relationship, *Secondary Education, Student Attitudes, Teacher Education

Identifiers—Career Opportunities Program, Elementary Secondary Education Act Title I, ESEA Title I Programs, *Georgia, Teacher Corps

This report presents evaluations of the supplementary programs at Austin T. Walden Middle School, partially funded under Title I of the 1965 Elementary Secondary Education Act. The Instructional Assistance Program had such goals as: to develop lasting materials that provide a more integrated learning experience for the pupil from the inner city; to develop within the pupil an appreciation of learning and school; to create some situation/experiences which led the pupil to make appropriate decisions; and others. The Career Opportunities Program is a teacher training program. The Title I program provided appropriate and meaningful learning experiences consistent with the performance of pupils as determined by data derived from teacher evaluation, and standard and informal diagnostic instruments. The purpose of the Teacher Corps Program at Walden was to train an instructional team to use competencybased education in the inner-city schools by planning and executing activities according to pupils' needs. Also, the Teacher Corps team sponsored community activities and made the pupils' learning experiences more relevant to the community. The Program for Education and Career Exploration is a guidance program that provided experiences for second and/or third year pupils that will enable them to make realistic educational and career choices at future major decision points. (Author/JM)

ED 081 864 UD 013 751

[Pupil Performance in the Elementary Schools of Atlanta, Ga.] Research and Development Report, Volume VI, Numbers 24 and 34. April and May 1973.

Atlanta Public Schools, Ga.

Pub Date May 73

Note—84p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Compensatory Education Programs, Day Care Programs, *Elementary Education, Elementary Schools, Paraprofessional School Personnel, *Program Evaluation, *Reading Programs, Teaching Methods

Identifiers—Career Opportunities Program, Comprehensive Instructional Program, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title IV, ESEA Title I, ESEA Title IV, *Georgia, Teacher Corps

Part one of this two-part report focuses on the supplementary programs, partially funded under Titles I and IV of the 1965 Elementary Secondary Education Act, at Mary McLeod Bethune Elementary School. The faculty at Bethune chose to focus on the primary clusters--kindergarten, first, second, and third grades--for evaluation. Special emphasis was placed on instructional methods. The purpose of supplementary programs are to enhance and expand existing school services; to provide a vital link between school, parent, and community; and to help achieve the stated goals and objectives of the school. Bethune had four special programs: Title I, Title IV-A, Teacher Corps, and the Comprehensive Instructional Program. Part two of this report focuses on the supplementary programs, partially funded under Title I of the 1965 Elementary Secondary Education Act, at Thomasville Heights Elementary School. Four projects were utilized as resources in support of the instructional program: Comprehensive Instructional Program; E.S.E.A., Title I; Career Opportunities Program; and Instructional Assistance Program. Each of these projects contributed services designed to meet certain needs of the pupil population. At both schools, variables measured during the evaluation process included pupils' self-concept, academic achievement in reading, and openness of organizational climate. (Author/JM)

ED 081 865 UD 013 753

Puricelli, Angelo H. And Others

The Institute to Assist Schools in Dealing With Problems Occasioned by and/or Incidental to Desegregation: Final Report. Changing Crisis to Challenge: an Approach to Equal Educational Opportunity.

Missouri Univ., St. Louis. Extension Div.; Missouri Univ., St. Louis. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—215p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Changing Attitudes, Educational Opportunities, Elementary School Teachers, Equal Education, *Institutes (Training Programs), *Integration Methods, Negro Attitudes, Negro Students, School Integration, Secondary School Teachers, Student Teacher Relationship, *Teacher Attitudes, Teacher Education

Identifiers—*Missouri

From June 1972 until June 1973, 57 school teachers in the St. Louis area took part in an Institute directed by the University of Missouri-St. Louis and funded by the Office of Education. The purpose of the Institute was to assist schools in dealing with problems occasioned by and/or incidental to desegregation. The strategy of the Institute to achieve this goal was to provide a number of structured and directed experiences for the participating teachers to sensitize them to a notion of equal educational opportunity. The evaluators constructed survey questionnaires and administered them to the participants and a comparison group at the beginning and end of the Institute in order to assess whether or not the goal of modified teachers' attitudes toward equal educational opportunity was realized. It was found that while all the participants agree that the potential of each child should be fully developed, the assumptions underlying their notion of potential (ability, endowment, innate capacity, and the like) changed as a result of the Institute. The teachers shifted their attitudes toward ability in a number of significant ways in response to the Institute. For example, the proportion of teachers who believe that native intelligence is not fixed genetically but is responsive to environmental influences during the first formative years increased. (Author/JM)

ED 081 866 UD 013 755

Lawhon, Susan Harvin

The Comparison of One Teacher's Oral Language Assessment and a Panel of Experts' Oral Language Assessment of Ten Blacks.

Pub Date Aug 73

Note—97p.; Thesis, degree of Master of Education, Univ. of Texas at Austin, Texas, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Audiolingual Skills, Educational Diagnosis, *Language Skills, *Language Tests, *Listening Skills, Negro Dialects, *Negro Students, Oral English, Reading Instruction, Reading Readiness, Standard Spoken Usage, Student Teacher Relationship, Testing Problems, Test Interpretation

Identifiers—Gloria and David Beginning English Test

Numerous investigations of the relationship of oral language skills to the acquisition of reading show that the nonstandard language of the child accounts, at least in part, for classroom failure. Even a teacher who is well informed about the nature of nonstandard language and its relationship to reading and academic success requires a valid oral language test instrument to evaluate his students and plan accordingly. One test which has been used successfully with over 1,500 students from different cultural and ethnic background throughout the United States is the "Gloria and David Beginning English Test Six." This sentence repetition test has been found highly reliable for evaluating language in terms of language dominance (Standard English, Negro Nonstan-

dard English, or Spanish); and Standard American English comprehension, production, phonology, inflections and syntax. The purpose of this study was to determine if 50 tapes are required to adequately train someone to use the test. The research design involved evaluating the oral language performance of ten black children at three different times and correlating these ratings with the mean ratings of 15 linguistic experts. Since the author of the test felt 50 tapes would be required to train one teacher, the study was constructed around this number. (Author/JM)

ED 081 867 UD 013 761

Stent, Madelon Delany

Researchers, Consultants and Urban Schools: A Black Perspective.

Pub Date Feb 73

Note—12p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 25-March 1, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Black Community, Change Agents, *Consultants, Educational Change, Educational Diagnosis, *Educational Planning, Educational Research, *Educational Researchers, *Negroes, Negro Teachers, Professional Personnel, Program Evaluation, Research Utilization, School Community Relationship, *Urban Schools

Racial identity and its meaning is as necessary to the black researcher as are the tools of his profession. With the rise in racial awareness, identity, and pride in Afro-Americans, there has been concurrent understanding of the hypocritical values which are transmitted through education, and a growing repudiation of them. There must be a concerted effort within education to utilize the minority professional as a key to institutional change. Through minority consultants and researchers, different educational needs can be recognized, customized programs designed, and evaluations relative to varying needs be conducted. Black teachers and researchers, unhappy with the kinds of tests and personality inventories which are available for use with black children, must be willing to devise their own methods of assessment. The second step of seeking approval from the profession is a necessary and essential one. As most black professionals have competence through knowledge of their white peers' operational difficulties in achieving reform they can and must also serve as catalyst, interpreters (of white values to blacks), researchers, consultants, and program analyst. Black consultants and organizations must establish themselves as reservoirs of talent, knowledge, and insight in establishing creative ways to develop, test and "-spot the bugs" in new programs as they operate in urban schools. Black scholars must challenge those who cling to the supremacy of their "scientific" authority. (Author/JM)

ED 081 868 UD 013 762

Kean, Michael H.

The Impact of Crisis Management Upon Urban Student Unrest.

Pub Date Feb 73

Note—16p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Activism, Case Studies, Decision Making, *Educational Administration, Educational Change, School Community Relationship, School Districts, School Systems, Student School Relationship, *Superintendent Role, Superintendents, Systems Approach, Systems Development, *Urban Schools

Identifiers—*Pennsylvania

The major objective of this study was to examine and describe how a large urban school system (the School District of Philadelphia) responds to crisis generated by student unrest. The purpose was to test the notion that crisis, under certain management conditions, may result in positive change or development. The procedure consisted of two parts. The first considered the extent to which student unrest-related crises occurred in the Public Schools of Philadelphia and their effect upon the system. The second part examined in greater detail the inputs to the system, the process by which they were used, and the outputs which resulted from a single recent major system crisis linked to student unrest. A version of Good and Scates' phases of a case study was used as a model to organize part two into four sections--(1) the status of the situation; (2) the collection of data; (3) an overview of the process; and, (4) an examination of the outputs. Three general results are reported: (1) the crisis was promptly identified as such, and dealt with accordingly; (2) the immediate crisis was resolved, and steps were taken to develop and implement strategies for avoiding similar occurrences; and (3) the process employed by the Superintendent of Schools in dealing with the crisis situation indicates a systems approach, a development orientation, and an understanding of crisis management. (Author/JM)

ED 081 869 UD 013 763

Brown, Roscoe C., Jr.

Decentralization of New York City Schools---Some Important Issues.

Pub Date 27 Feb 73

Note—13p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 27, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Organization, Black Community, Bureaucracy, *Decentralization, *Educational Administration, Educational Change, Educational Problems, Political Issues, School Community Relationship, School District Autonomy, *School Districts, Teacher Associations, *Urban Schools

Identifiers—*New York City

In order to look at the issues involved in decentralizing urban school districts, we must consider a number of things. Among these are the method of selecting the members of the local shcool boards; the amount of power of the community boards; control of financing and budget; curriculum; and the hiring, firing, and rewarding of teachers. In many ways the fight over decentralization is a good way of looking at the whole question of the adequacy of the educational system in the urban community because decentralization is an attempt to deal with the systems that have led the local residents to demand improved education. The main obstacles to decentralization of schools in New York City are an entrenched bureaucracy in the New York City school system, a very large and powerful Teachers' Union, and the political ramifications which accompany the process of decentralization. The main benefits are lessening of the administrative lethargy of the centralized bureaucracy and ease of responsiveness in meeting the needs of local communities. Local board members have gain expertise and skill in dealing with the political realities of urban education through the on-the-job training process that they have gone through. It will take time, effort, and some changes in power relationships for decentralization to be an effective mechanism for improving the quality of urban education. (Author/JM)

ED 081 870 UD 013 779

Foulks, Sara L.

A Comparison of Suspended and Non-Suspended Fourth-Grade Students in Urban Low Socio-economic Level Schools on Two Measures of Self-Concept as-a-Learner.

Pub Date Jul 73

Note—141p.; Doctoral thesis, Walden University, New Orleans, La., July 1973

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Age Differences, *Disadvantaged Youth, Economically Disadvantaged, Educational Diagnosis, *Elementary School Students, Negro Students, Racial Differences, *Self Concept, Self Esteem, Sex Differences, *Suspension, Urban Schools

Identifiers—Florida Key Scale, *Louisiana

The purpose of this study of fourth-grade students in the New Orleans Public Schools during the 1972-73 session was to achieve a better understanding of the characteristics, reasons for suspension, and self-concept of students suspended from low socio-economic schools. The idea that poor self-concept as-a-learner is a significant factor which differentiates the suspended student from the non-suspended student was conceptualized and tested. The study used a non-experimental design involving the use of ex post facto research. This design involved the pairing of 41 suspended students with 41 non-suspended students on the variables of age, sex, race, grade, and socio-economic level. Student self-reports on the Self Appraisal Scale and the teacher-student ratings within each group. The findings indicate that fourth-grade students suspended from low socio-economic schools are generally black males who are overaged for grade placement, deficient in academic skills, borderline or below in mental ability, and frequently absent from school. The suspended students' self-concept as-a-learner mean scores were significantly lower than those of the non-suspended students on the FKS. (Author/JM)

ED 081 871 UD 013 787

Lee, Simi, Ed.

Multicultural Curriculum Materials: A Resource for Teachers. Phase I: English and Social Studies.

San Mateo Union High School District, Calif.

Pub Date 72

Note—342p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Caucasians, Changing Attitudes, *Curriculum Development, English Curriculum, *High Schools, Integration Methods, Majority Attitudes, *Multicultural Textbooks, *Race Relations, Racial Attitudes, Racial Discrimination, Social Studies, *Student Attitudes, United States History

Identifiers—California

In the Summer of 1972, the San Mateo Union High School District's Human Relations Department sponsored a Multicultural Curriculum Workshop. The minimal goal was to create curriculum strategies leading to students' recognition and understanding of their attitudes, whether racist or not, and the consequences of such attitudes. A more ambitious goal was to promote necessary attitudinal changes: this is a continuing goal. The intent of the Social Science and English teachers engaged in the development and use of multicultural curriculum materials is to "tell it like it is" concerning the experiences of racial minorities. The goal is to help young people who are the students understand how one aspect of their social world operates and how in American society certain attitudes, actions and institutional structures have subordinated particular persons or groups because of their color. Perhaps of equal importance is the necessity of helping students become aware that the subordination of colored peoples came into being mainly because of the benefits provided to those who did the subordinating and that racism in its many facets persists mainly because it still yields significant psychological, economic, and political advantaged to millions of white Americans--and even to a few non-whites. The curriculum is developed along two vectors: (i) exploration of the causal relationships in inter-group problems; and (ii) exploration of selected aspects of American history and culture in terms of minority subcultures. (Author/JM)

ED 081 872 UD 013 788

Wilson, Milton P.

Reading and Mathematics Instruction for Low-Achieving Students: A Report on Demonstration Programs in Intensive Instruction in Reading and Mathematics, 1971-72.

California State Dept. of Education, Sacramento. Bureau of Compensatory Education Evaluation and Research.

Spons Agency—California State Board of Education, Sacramento.

Pub Date 73

Note—71p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Compensatory Education Programs, *Demonstration Programs, Disadvantaged Youth, Individualized Instruction, Instructional Programs, *Junior High School Students, Learning Laboratories, Low Income, Mathematics Instruction, Program Administration, Program Development, Program Evaluation, Reading Instruction, *Teaching Methods

Identifiers—*California

The purpose of the demonstration programs in intensive instruction for low-achieving students was essentially to enable school districts to establish and operate exemplary and innovative projects to improve the competence of junior high school students in reading and mathematics. Thirteen original projects moved into their third year of operation during 1971-72 and five new "replication" projects began operation during the year. The students in these effective demonstration programs showed a rate of achievement reached in few compensatory education programs anywhere in the nation. These programs were

designed with the goal of raising the performance level of these students to reflect a normal distribution of achievement. This objective was achieved in almost all cases. The few programs that were not successful were terminated. The programs were unique in many ways. They were planned and developed by the staff of each participating school. The principal, the project director, and a carefully selected staff of teachers, aides, and volunteers made decisions at the school level. Students with varying abilities were grouped together heterogeneously. They were usually taught individually or in groups of two or three at least part of each day by the teachers and assistants. In most programs, each student spent some time each week in a learning laboratory where he worked with highly trained teachers and assistants in specific learning activities designed especially for him. Curriculum was developed and prescribed as needed and was based upon a careful diagnosis of learning disabilities. An emphasis on success was the key to the program. (Author/JM)

ED 081 873 UD 013 790

Guidelines: Compensatory Education. 1973 Edition.

California State Dept. of Education, Sacramento. Div. of Compensatory Education.

Spons Agency—California State Board of Education, Sacramento.

Pub Date Dec 72

Note—63p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Compensatory Education Programs, Disadvantaged Youth, Federal Laws, *Guidelines, Low Income, Program Planning, *Program Proposals, *Project Applications, *School Districts, School District Spending, State Boards of Education, State Laws

Identifiers—*California, Elementary Secondary Education Act Title I, ESEA Title I

These guidelines, funded under provisions of Title I of the Elementary and Secondary Education Act, have been prepared to assist school districts develop projects that will effectively achieve the objectives of the federal and state laws which relate to compensatory education. The appropriation for California under Title I is allocated to districts on the basis of the number of children from low-income families residing in each district. The project method is used in distributing the funds. The school district submits a project application to the state agency, indicating the proposed program for utilizing a certain sum of money to supplement the regular school program. The Education Code provides that the State Board of Education shall be the approving power for projects submitted by the school districts. The Equal Educational Opportunities Commission serves as the advisory board to the Board on matters relating to the coordination and implementation of effective compensatory education programs. The staff of the Division of Compensatory Education assists in designating target areas, selecting pupils, planning and developing curriculum to provide comprehensive compensatory education programs that will raise the achievement levels of disadvantaged pupils, developing programs for staff development, and evaluating the success of individual school programs and of the entire project. The approval process requires in-depth analysis of the entire project, including fiscal management, program development and implementation, evaluation, and community involvement. (Author/JM)

ED 081 874 UD 013 791

Quan, Howard And Others

Evaluation of ESEA, Title I Projects of California Schools. Annual Report, 1971-72.

California State Dept. of Education, Sacramento. Bureau of Compensatory Education Evaluation and Research.

Spons Agency—California State Board of Education, Sacramento.

Pub Date 73

Note—72p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*English (Second Language), Individualized Instruction, *Mathematics Instruction, Parent Participation, Parent School Relationship, *Program Evaluation, Pupil Personnel Services, Race Relations, Racial Attitudes, *Reading Instruction, Social Attitudes, Teacher Education

Identifiers—*California, Elementary Secondary Education Act Title I, ESEA Title I

An analysis of the statewide evaluation reports of the Elementary and Secondary Education Act of 1965, Title I, program in California for 1971-72 indicated general findings regarding each of several components: Title I students at all grade levels, on an average, attained more than one month's growth in reading skills for each month of instruction. Districts that offered English as a second language reported that their objectives were achieved more often when locally developed instructional materials were used with individualized instruction rather than when available commercial instructional materials were used in large-group instruction. A majority of Title I students achieved gains equal to, or more than, one month's growth in mathematics for each month's participation in the Title I program. The auxiliary services component provided supportive pupil personnel services, library services, and health services necessary to the success of the project participants. Major objectives included improvement in pupil behavior, learning, and personal health. Improved parent attendance at school meetings and parent conferences, more positive attitudes towards the school, and increased communication and cooperation between the home and the school were objectives achieved. Greater understanding and acceptance, knowledge, interaction, and positive attitudes helped to reduce isolation between different racial, social, cultural, or ethnic groups. Staff personnel were trained who worked directly with the students. Emphasis was on improvement of instruction, changes in staff attitudes, and increased knowledge of learning processes. (Author/JM)

ED 081 875 UD 013 792

Gaines, Edythe J.

72 Annual Report, The Learning Cooperative.

Learning Cooperative, New York, N.Y.

Pub Date 30 Jun 72

Note—58p.

Available from—Learning Cooperative, 475 Riverside Dr., Suite 425, New York, N. Y. 10027 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College School Cooperation, *Decentralization, Educational Accountability, Educational Administration, Educational Change, Educational Planning, Educational Programs, Financial Support, *Information Dissemination, Interagency Cooperation, *Interinstitutional Cooperation, Private Financial Support, Teacher Education, *Urban Education

Identifiers—Learning Cooperative, *New York City

The Learning Cooperative, after completion of certain transitional and start-up activities following the announcement of its establishment on September 9, got under way in its newly-acquired headquarters on the afternoon of October 15, 1971. The 145 working days from that date to June 30, 1972, marked a period of activity which resulted in the significant accomplishments which are chronicled in the report. In summary, the following were the major accomplishments of those 145 days: (1) the establishment of a medium, a mechanism, an organization "in the system" but considered not quite "of the system," which provided a point of useful contact both for "system insiders" and for "system outsiders" to meet on the common ground of wanting to effect fundamental reform and improvement in New York City public education; (2) the establishment of an instrumentality by which educational leadership could be exercised and exerted in a unitary school system which is also characterized by dual governance; the Cooperative provided an instrument by which cooperative and collaborative activity proceeding from shared leadership in a dual governance school system could be tested out on reasonably appropriate proving grounds; important issues in this regard remain as yet unresolved; and, (3) the writing, publication, and wide dissemination of "Design for Change," a consensus document which sets forth comprehensively but concisely the new mission of New York City public education and the strategy by which that mission may be accomplished. (Author/JM)

ED 081 876 UD 013 793

Parent Power and Public Schools: A Guide for Parent Advocacy.

National Urban League, New York, N.Y. Education Div.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Note—17p.

Available from—National Urban League, 55 East 52nd Street, New York, N. Y. 10022 (Price not quoted)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum Development, Discipline Policy, *Educational Administration, Educational Change, Expulsion, *Guides, *Parent Participation, Program Administration, *Public Schools, Student Records, Suspension, Teacher Evaluation, Urban Education

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

The National Urban League has prepared this handbook as a guide for parents who want to improve systems and change schools. It is written with the hope that parents will use it as a tool to improve the quality of their children's education, striking out at the root causes that make our schools instruments of ignorance. Since laws vary from state to state, and frequently, rules differ from district to district, no attempt is made to deal with the status of every state or school district across the nation. The cases cited here are fairly representative of all the states, although parents should determine what the specific case is in their own states and municipalities. Six topics are discussed: (1) visiting the school, including discussions of why schools should be visited, how to prepare for a visit, and how to follow up a visit; (2) school discipline and your child, discussing the ways in which your child can be disciplined, your rights at a suspension hearing, physical punishment, and other topics; (3) the curriculum: what your child learns in school, discussing promotion and failure, special classes, "slow" classes, and multiethnic textbooks; (4) how to evaluate teachers, specifying 11 questions to be asked in making such an evaluation, along with questions concerning the children in a teacher's class which might also be helpful in making the evaluation; (5) school records and your right to see them; and, (6) Title I programs, discussing the purpose of Title I and the best uses of Title I funds. A list of sources of legal assistance for parents is provided. (Author/JM)

ED 081 877 UD 013 794

Bonacich, Edna Goodman, Robert F.

Deadlock in School Desegregation: A Case Study of Inglewood, California. Praeger Special Studies in U. S. Economic, Social, and Political Issues Series.

System Development Corp., Santa Monica, Calif.

Pub Date 72

Note—115p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, N. Y. 10003 ($12.50)

Document Not Available from EDRS.

Descriptors—*Defacto Segregation, Demography, Integration Litigation, Integration Methods, Integration Plans, Integration Readiness, *Integration Studies, Middle Class, Negro Students, Political Issues, Race Relations, School Districts, *School Integration, *Suburban Schools

Identifiers—*California

The issue of de facto school segregation in the North has now reached a position on America's social agenda equal in importance to the de jure segregation of Southern schools. This study investigates a small western city with de facto segregated schools that experienced a desegregation controversy. Inglewood, California, is a city of roughly 97,000 population located adjacent to Los Angeles. The study focuses upon events that occurred in the community between 1965 and 1969. During that period a substantial number of black students came into the school district but were concentrated in about one-third of the schools. The district encompasses only a nine-square-mile area and is fiscally sound. Technical impediments to desegregation are not insurmountable. In addition to advantages of scale Inglewood is characterized by another factor that should make school desegregation feasible: the black population of the city is overwhelmingly middle class. Yet during the period of the study the school board of the Inglewood Unified School District was not able to solve the problem. Indeed, severe conflict raged in the community over the schools until responsibility for a solution was finally given over to the courts by the school board. This book examines the reasons for this failure and suggests some alternatives that might have been chosen. It is hoped that similar suburban communities may benefit from the experience of Inglewood. In the process the authors

hope to contribute to a deeper understanding of the problems surrounding race relations in American metropolitan areas. (Author/JM)

ED 081 878 UD 013 795

Mercer, Jane R.

Labeling the Mentally Retarded: Clinical and Social System Perspectives on Mental Retardation.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; Public Health Service (DHEW), Washington, D.C.

Pub Date 73

Note—329p.

Available from—University of California Press, Berkeley, Calif. 94720 ($10.95)

Document Not Available from EDRS.

Descriptors—*Classification, Clinical Diagnosis, *Demography, *Educational Diagnosis, Medical Evaluation, Mentally Handicapped, *Mental Retardation, Psychological Evaluation, Role Perception, Role Theory, Social Systems, Student Evaluation, Urban Population

Identifiers—*California

Mental retardation exists as a category of thought, a way of classifying people. Traditionally, two models have been used in making such classifications: the pathological model of medical practitioners, and the statistical model of psychologists and other behavioral scientists. Both regard mental retardation as individual pathology characterized by symptoms that manifest themselves in comparable forms in all sociocultural segments of American society. In the clinical approach, a set of operations are developed for evaluating the objects of experience along those dimensions which have been selected as the basis for classification. In the social system approach, the meaning of the concept "mental retardation" rests in understanding the use to which the concept is put, e.g. how the concept is used to sort out, classify, and label people. When we comprehend this sorting and labeling process and the outcomes of the process in terms of who is and who is not labeled, then we comprehend the meaning of mental retardation in an American community. In the social system epidemiology, we began in the empirical world of Riverside and attempted to locate all these persons who were holding the status and playing the role of mental retardate in any of the social systems of the community. Beginning at the level of experience and analyze the characteristics which persons labeled as mentally retarded by different types of social systems had in common and those characteristics on which they differed, we moved, inductively, from the empirical world up the abstraction ladder to the mental construct of the meaning of mental retardation in the city of Riverside. (Author/JM)

ED 081 879 UD 013 796

[Pupil Performance in the Elementary Schools of Atlanta, Georgia]. Research and Development Report, Volume VI, Numbers 37, 38, 39, 42, 43, and 44, May 1973.

Atlanta Public Schools, Ga.

Pub Date May 73

Note—179p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Academic Achievement, Achievement Tests, Caucasian Students, *Compensatory Education Programs, Disadvantaged Youth, *Elementary School Students, Inner City, Low Income, Negro Students, *Program Evaluation, Self Concept, Urban Youth

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Georgia

This document is concerned with the objectives and evaluation of the educational programs of six elementary schools. Charles R. Drew Elementary School has been classified as a Title I school and receives compensatory services to improve academic performances and self-concepts of the pupils. E. R. Carter Elementary School is also a Title I school. Of Carter's pupils, 66 percent are derived from families with incomes less than 2000 dollars. Because of this high deprivation level, the students have the attendant learning problems, especially in reading and the low self-concept characteristics of this lower socioeconomic group. The program at Carter, both federally and locally financed, were designed primarily to improve the educational level of these pupils. C. L. Gideons Elementary School qualified, because of income levels, for funds and services from special projects to help the school meet the needs of the pupils and community. W. H. Crogman Elementary School qualified, because of low-income levels, for funds and services from special projects to help the school meet the needs of the pupils and community, including assistance under Title I of the Elementary Secondary Education Act. Grant Park Elementary school, a Title I school, qualified, because of low-income levels, for funds and services from special projects. English Avenue Elementary School, a Title I school, offered special programs which attempted to compensate for the learning deficiencies of the majority of its pupils who were classified as disadvantaged. (Author/JM)

ED 081 880 UD 013 830

Beckum, Leonard Charles

The Effect of Counseling and Reinforcement on Behaviors Important to the Improvement of Academic Self-Concept. Technical Report Number 38.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—SCRDT-TR-38

Pub Date Aug 73

Contract—NE-C-00-3-0061

Note—116p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Academic Achievement, Achievement Gains, Behavior Change, Changing Attitudes, Disadvantaged Youth, *Elementary School Counseling, *Elementary School Students, Low Achievers, Negro Students, *Positive Reinforcement, *Self Concept, Social Reinforcement, Student Attitudes, Tutorial Programs, Tutoring

Children from low-income, ghetto, and minority groups tend to display a low level of performance in school and evaluated themselves as worse than most students on their school performance. This study examines the impact of self-concept on academic achievement. It was hypothesized that: (1) reinforcement of behaviors important to academic success increases achievement; (2) as academic achievement improves, academic self-concept becomes more positive; and, (3) social rewards (verbal and written praise) are more effective than economic or token rewards (small amounts of money) in improving academic achievement. Forty-two black students with scores below the average of their class on achievement and self-concept measures were selected for this study from grades four, five and six in one school. Teachers rated the students' intellectual development on a four-point scale both before and after treatment. The students were randomly assigned to one of three treatment groups for 12 weeks. Group one received intensive tutoring and counseling combined with token reinforcement. Group two received intensive tutoring and counseling combined with social reinforcement. Group three received no counseling or reinforcement. The subjects were pretested on academic and self-concept measures, received their respective treatments, and were reteste:d. The tutoring-counseling was carried out by the experimenter in one-hour sessions twice a week for each group. (Author/JM)

ED 081 881 UD 013 831

Hauser, Robert Mason Featherman, David L.

Socioeconomic Achievements of U. S. Men, 1962-1972. Working Paper 73-21.

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—National Science Foundation, Washington, D.C.; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Report No—CDE-WP-73-21

Pub Date Aug 73

Note—34p.; Paper presented at the American Sociological Association annual meeting, New York, N. Y., August 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Age Differences, *Economic Opportunities, Educational Background, Employment Opportunities, Family Influence, Income, *Longitudinal Studies, Occupational Mobility, Occupational Surveys, Parental Background, Parent Education, *Racial Differences, *Racial Discrimination, *Socioeconomic Status, Statistical Analysis

We have tried to address two questions: "What has been the trend of socioeconomic opportunity for black and white men in the U. S. during the past decade?" and "what has been the trend of racial discrimination in the socioeconomic achievements of black men?" Using 1962 Current Population Survey data, we estimated a simple three-equation model of socioeconomic achievement for black and nonblack (hereafter, white) men at ages 34-44, 45-54, and 55-64. The model takes educational attainment in years of schooling to depend on father's occupational status, father's educational attainment, respondent's farm background, and respondent's number of siblings. Respondent's current occupational status depends on the four background variables and on educational attainment. Finally, the respondent's income depends on the background variables, educational attainment, and occupational status. We have found that the socioeconomic opportunities of all men in the labor force, and especially of blacks, have increased in the past decade, but the opportunities for white men to hold high status jobs may have leveled off. Black-white differences in educational attainment, occupational status, and income have been reduced substantially, but there remain large residues of discrimination against blacks in all three areas of achievement. These made up as large a proportion of the total racial gap in schooling, occupational status and income in 1972 as they did in 1962. (Author/JM)

ED 081 882 UD 013 832

Smith, Jack L.

Nutrient Supplementation and Learning.

Pub Date 8 Aug 73

Note—37p.; Paper presented at the Sixth Annual Meeting of the Society for Nutrition Education, Atlanta, Ga., August 8, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Breakfast Programs, Cognitive Development, Hunger, Individual Development, *Intelligence Differences, Intelligence Tests, *Intervention, *Kindergarten Children, *Learning Processes, Lunch Programs, *Nutrition, Perceptual Motor Coordination, Physiology, Preschool Children, Reaction Time, Task Performance

Identifiers—Kahn Intelligence Test, KIT

The nutritional status of Kindergarten children has been studied in relation to performance in behavioral tests and the effects of several types of nutritional intervention in nutrition and behavior have been evaluated. In a study in 1969-70, children who received breakfast and lunch at school showed significant improvement in hemoglobin concentrations. Children who received lunch alone improved but not to an extent that was statistically significant. Children with high hemoglobin levels showed better performance in the Kahn Intelligence Test(KIT) and, in the youngest age group, in simple and disjunctive reaction time tests. Improvement in KIT occurred in children who received breakfast and lunch. In studies the next year, the nutritional status of kindergarten children was found to be better than in the previous year. Children who received breakfast and lunch did not improve significantly as compared to the control children who also improved. Children who received breakfast and lunch improved significantly in performance in the disjunctive reaction time and in continued trials of associative reaction time. Improvement was greater in subjects whose initial hemoglobin values were low. These studies indicate a relationship between mild levels of nutrient deficiency and performance tasks demanding attentiveness and alertness. (Author/JM)

ED 081 883 UD 013 833

Sorenson, James R., Comp.

Social and Psychological Aspects of Applied Human Genetics: A Bibliography.

Fogarty International Center (DHEW/PHS), Bethesda, Md.

Spons Agency—Russell Sage Foundation, New York, N.Y.

Report No—DHEW-NIH-73-412

Pub Date 73

Note—105p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.25 domestic postpaid; $1.00 GPO Bookstore)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Bibliographies, *Counseling, Counselor Role, Diagnostic Tests, Embryology, *Genetics, Heredity, Intervention, Medical

Case Histories, *Medical Services, Parent Counseling, Physiology, Preventive Medicine, Research, *Sociopsychological Services

This bibliography is a selective compilation of books and articles which focus on the psychological and social issues of applied human genetics. It is centered in particular around problems, issues, and discussions of genetic counseling, the primary mechanism by which human genetics has been applied to date. It includes those entries which, on the basis of information conveyed in the title, appear to be primarily concerned with social and psychological issues of applied human genetics in general, and genetic counseling in particular. The articles and books are arranged according to subject matter, usually on the basis of information given in the title, occasionally on the basis of bibliographical source subject-heading. Division of subjects was determined primarily by the number of articles that seemed to have a common area of concern. This bibliography should be especially useful to social and behavioral scientists conducting research in this area, to social workers, to genetic counselors interested in the problems and perspectives of practicing the art and science of genetic counseling, and to other allied health professionals engaged in applying human genetics. The publication of this bibliography was sponsored by the Fogarty International Center of the National Institutes of Health because of its interest in the social and ethical aspects of research in human genetics and in the application of these research advances to medical care. (Author/JM)

ED 081 884 UD 013 834

Good, Paul

Cairo, Illinois: Racism at Floodtide. Clearinghouse Publication Number 44.

Commission on Civil Rights, Washington, D.C.

Pub Date Oct 73

Note—85p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*City Problems, Civil Rights, Economic Opportunities, *Employment Opportunities, Ghettos, Government Employees, *Housing Opportunities, Income, Inner City, Public Housing, Race Relations, *Racial Discrimination, Racial Segregation, *Racism

Identifiers—Cairo, Illinois

This publication largely is based upon the testimony given at the hearing held by the Commission on Civil Rights in Cairo, Illinois, in March 1972. Half of the families in the Cairo area have poverty incomes, according to federal standards. Unemployment at 9 percent is nearly double the national average. About a third of the city--county population gets some kind of public assistance. More than one half of Cairo's dwellings are classified as deteriorating or dilapidated. How did Cairo get that way? Certainly uncontrollable economic developments contributed to the material decline. But disastrous race relations have blighted human resources essential to progress. Testimony before the Commission show that over the decades, blacks have comprised roughly 30 percent of the county and 40 percent of the city population. But no black had ever served on the county Housing Authority, the Cairo Public Utility Commission, Building Commission or Library Board. There were blacks in city office jobs. Admittedly, many American "people" are bored with race as a topic. But what color are these "people?" In Cairo, is their median family income 6400 dollars (white) or 2800 dollars (black)? Do they live in big-city ghettoes where jobs are always in short supply but drugs are plentiful? Do residents of Cairo's segregated public housing feel that the topic of racism has been exhausted? And the imposing body of civil rights law, how well does it work to change the quality of lives. These are some of the questions that brought the Commission to Cairo. (Author/JM)

ED 081 885 UD 013 835

Seifer, Nancy

Education and the New Pluralism: A Preliminary Survey of Recent Progress in the 50 States.

American Jewish Committee, New York, N.Y. Inst. of Human Relations.

Pub Date May 73

Note—25p.; Paper presented at the Annual Meeting of the National Coordinating Assembly on Ethnic Studies held in conjunction with Ethnic Conference IV, Ethnic Heritage Center, Detroit, Mich., May 19, 1973

Available from—American Jewish Committee, Inst. of Human Relations, 165 E. 56 St., New York, N. Y. 10022 ($0.25)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Biculturalism, Bilingual Education, Cultural Awareness, *Cultural Education, *Cultural Pluralism, Curriculum Development, Educational Change, *Educational Policy, Ethnic Groups, *Ethnic Studies, Instructional Materials, Minority Groups, *National Surveys, School Districts, State Boards of Education

The National Project on Ethnic America has been focusing considerable attention over the past few years on the multi-cultural dimensions of American education, and particularly those areas in need of revision, reform and innovation. We have designed an approach which extends beyond "ethnic studies," to a more comprehensive rubric that we call "ethnicity in education." It pursues three major activities: (1) devising new curriculum materials; (2) raising the consciousness of teachers and other school personnel; and, (3) designing programs. Last fall we wrote to the 50 state education agencies, requesting information on the status of their activities in the ethnic studies area. Thus far, we have heard directly from about 40 states. With the help of additional statistics gathered by HEW's Office of Education we compiled a preliminary report: In some states, there is no apparent interest whatsoever in ethnic studies. In others there is a considerable amount of legislation and policy on the books, but limited evidence of implementation. And in still others, with no law or policy, there is a tremendous amount of local activity. Thirty-three states publish materials including curriculum guides, teaching supplements, bibliographies, textbook listings and audio-visual aids which they distribute to local school boards. Twenty-six states have formal policy statements on ethnic studies which are purportedly implemented by local school districts. Moreover, 13 states currently have laws on the books which mandate the inclusion of ethnic studies in the curriculum, and four more have passed bilingual laws. (Author/JM)

ED 081 886 UD 013 836

Educational Attainment by Age, Sex, and Race, for the United States: 1970. 1970 Census of Population, Supplementary Report.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Report No—PC-S1-36

Pub Date Apr 73

Note—10p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.35, domestic postpaid; $0.25, GPO Bookstore)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *Age Differences, *Census Figures, Colleges, Educational Background, High School Graduates, National Surveys, Negro Education, Puerto Ricans, *Racial Differences, Rural Urban Differences, *Sex Differences, Social Differences, Spanish Speaking, Statistical Analysis

The 1960's witnessed considerable change in educational attainment levels. Of Americans 25 years old and over in 1970, 52 percent were at least high school graduates, as compared with 41 percent in 1960 and 34 percent in 1950. There was considerable variation in educational attainment levels in 1970 among the various age groups in the population. For example, among older Americans 75 years old and over only 21 percent were high school graduates, but among the younger adults, those 20 to 24 years old, who would have recently completed their high school education, 78 percent were high school graduates. At each preceding younger age from 75 years old and over down to 20 to 24 years, the median number of years of school completed rises. Among those 50 to 54 years old, the median was 12.0 for the men and 12.1 for the women. The median reached a high of 12.7 for the men 20 to 24 years old and 12.6 years for the women of this age. Negroes and persons of Spanish heritage lagged behind the total population in educational attainment, but they are making considerable gains. In 1970, 31 percent of Negroes 25 years old and over had graduated from high school; however, among the younger Negroes, 20 to 24 years old, 62 percent were high school graduates. Among persons of Spanish heritage, 36 percent of those 25 years old and over were high school graduates as compared with 58 percent of those 20 to 24 years old. (Author/JM)

ED 081 887 UD 013 837

Andrews, Frank M. Withey, Stephen B.

Developing Measures of Perceived Life Quality: Results from Several National Surveys.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 73

Note—40p.; Paper presented at the American Sociological Association annual convention, New York, N. Y., August 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Affective Tests, Biographical Inventories, Environmental Influences, Evaluative Thinking, Measurement Techniques, *National Surveys, Opinions, *Personal Values, Questionnaires, Role Perception, Social Experience, *Social Values, Sociology, Statistical Analysis, *Test Construction

This report presents the current status of a series of studies oriented toward the assessment of perceived life quality. A conceptual model developed here proposes that a person's overall sense of quality of life is understandable in terms of a combination of affective responses (i.e. evaluations) of life "domains." Life domains are of two types: role-situations and values. Although not tested by results reported here, it is hypothesized that the role-situations are evaluated in terms of the values, and--conversely--vice versa. However, one of the important results which is reported is that additive combinations of affective responses to domains provided moderately good explanations of people's overall sense of life quality. In an attempt to identify an appropriate set of domains, an extensive scan of several types of sources eventually led to the writing of 123 items to which people have been asked to give affective responses. Data came from several surveys of American adult. The surveys were each based on nationally representative probability samples which yielded between 1000 and 1500 respondents. Through a variety of mapping and clustering techniques, the 80-odd items from this total pool which had been included in surveys in May or November, 1972 were grouped into a smaller number of semi-independent clusters. These "-clusters" (many of which include just a single item) constituted the domains of the model. (Author/JM)

ED 081 888 UD 013 838

Della Fave, L. Richard

Success Values: Are They Universal or Class-Differentiated?

Pub Date Aug 73

Note—26p.; Paper presented at the American Sociological Association annual meeting, New York, N. Y., August 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Aspiration, Class Attitudes, Expectation, *High School Students, Income, *Occupational Aspiration, *Personal Values, *Social Differences, Social Stratification, Social Values, Sociology, *Success Factors, Surveys

Identifiers—Massachusetts

There has been a long-standing controversy concerning success values in American society. While one position maintains that success values are more or less uniformly distributed throughout the class structure, another position holds that the amount or kind of success to which people aspire shows a consistent and positive relationship to their position in the class structure. A third position states that those who hold that the basic values of society are common to all classes are correct, because the members of the lower class do share these values with other members of society. Similarly, those who hold that the values differ from class to class are also correct, because the members of the lower-class share values unique to themselves in addition to sharing the general values of society with others. The purpose of this paper is to attempt to test the validity of such a synthetic approach. Three types of success values are involved in the present research, educational, occupational, and income aspirations. Questionnaires were administered to 707 male high school students, grades nine through twelve, who were drawn from four different school systems in Western Massachusetts. An effort was made to secure adequate representation of all social classes, major religious groups, curricula (college preparatory vs. terminal), and

grade levels. This objective was achieved, except for an under-representation of terminal students. No set of universal, i.e., non-class-differentiated values was found. (Author/JM)

ED 081 889 UD 013 839

Gartner, Alan, Ed. And Others

Public Service Employment: An Analysis of its History, Problems, and Prospects. Praeger Special Studies in U. S. Economic, Social, and Political Issues Series.

Spons Agency—New York Univ., N.Y. New Careers Development Center.

Pub Date 73

Note—230p.; The essays in this book were originally presented at the National Conference on Public Service Employment, June 1972

Available from—Praeger Publishers, 111 Fourth Ave., New York, N. Y. 10003 ($18.50)

Document Not Available from EDRS.

Descriptors—Economic Research, Employment Opportunities, *Employment Programs, Federal Laws, Feminism, *Futures (of Society), *Government Employees, Human Services, *Labor Economics, Manpower Utilization, *Social Planning, Unemployment, Unions, Working Women, Youth Employment

Content of this book include the following papers: (1) "Can Services Be Humane in This Society? Can Work Be Meaningful?," F. Riessman; (2) "The Historical Development of the Conception and Implementation of Full Employment as Economic Policy," R. A. Nixon; (3) "How Many Jobs for Whom?," B. Gross and S. Moss; (4) "A note on Public Jobs and Full Employment for Youth," E. Cohen; (5) "The Human Service Society . . .," A. Pearl; (6) "A Feminist--Humanist's Concept of Employment," W. S. Heide; (7) "A Full Employment Policy for a Public Service Economy: Implications for Women," C. S. Bell; (8) "A Feminist System of Education for a New Public Service," A. C. Cohen; (9) "Equality of Sacrifice or Opportunity?, A. F. Hawkins; (10) "Public Jobs and the New Economy," R. Lekachman; (11) "The Economic Consequences of Public Employment," M. J. Ulmer; (12) "Comment of a Radical Economist," B. Harrison; (13) "Public Employment and the Public Service," M. Gittell; (14) "'Merit' Systems and Workers," S. M. Rosen; (15) "Can Unions Transcend Their Own Self-Interest," S. Aronowitz; (16) "Manpower Programs: the Lessons of the 1960s," W. Spring; (17) "Taking Stock of the Public Employment Program," S. Levitan and R. Taggart III; (18) "Assessing the Emergency Employment Act," A. Gartner; (19) "The Relationship of Welfare and Employment Policy," S. Kinoy; (20) "Jobs or Work Activities--Which Will the Poor Get?," M. Lowenthal; (21) "Work and the Public Service Economy . . .," I. Berg; Public Service Employment; (22) ". . . Potential Dangers and Possible Directions," F. Reissman; (23) ". . . Vision or Reality," F. F. Piven. (JM)

ED 081 890 UD 013 840

Jencks, Christopher Brown, Marsha

The Effects of Desegregation on Student Achievement: Some New Evidence From the Equality of Educational Opportunity Survey.

Pub Date 14 Sep 73

Note—29p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Achievement Gains, Caucasian Students, Educational Opportunities, Elementary School Students, *Integration Effects, Longitudinal Studies, Negro Students, *Racial Balance, Racial Differences, Racial Integration, *School Integration, Secondary School Students, Surveys

Identifiers—EEOS, *Equality of Educational Opportunity Survey

The controversy over school segregation and student achievement has drawn heavily on evidence derived from the 1965 Equality of Educational Opportunity Survey (EEOS). This paper tries to remedy the two principal limitations of Coleman et al.'s original analysis of the EEOS data. Since the EEOS was not a longitudinal study, we cannot compare the initial and final achievement of individual students at two points in time. We can, however, compare first and sixth graders in the same elementary schools. We can also compare ninth and twelfth graders in the same high schools. If we assume that the first graders entering a school in 1965 had test scores comparable to the sixth graders' scores when they entered the same school in 1960, we can determine whether the sixth graders' test scores rose or fell relative to national norms in the interval. We can do the same thing at the high school level. Such reanalysis has produced results suggesting that the test performance of students in 51-75 percent of white schools improved relative to national norms between first and sixth grade. This applied to both black and white students in such schools. Black students' performance relative to national norms seemed to decline slightly if they were in 76-100 percent white schools, and to remain constant if they were in 0-50 percent white schools. The racial composition of a high school did not appear to have had any appreciable effect on either black or white students' test scores between ninth and twelfth grades. (Author/JM)

ED 081 891 UD 013 841

Sloane, Martin E., Ed.

School Desegregation in Ten Communities.

Commission on Civil Rights, Washington, D.C.

Pub Date Jun 73

Note—240p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Black Community, Bus Transportation, Civil Rights, Educational Administration, Educational Quality, Integration Effects, *Integration Methods, Integration Plans, *Integration Readiness, News Media, *Political Issues, Public Opinion, *School Community Relationship, *School Integration, Student Transportation

The Commission on Civil Rights conducted its current study of ten school districts during the late fall and winter of the 1972-73 school year. The purpose of this study is to reexamine earlier findings and explore more deeply the dynamics of school desegregation and community reaction. In brief, the Commission found that one reason why many people are uneasy about desegregation is their fear that it will result in a poorer quality of education for their children. It is necessary to prepare carefully and sensitively for desegregation. The technical problems of achieving desegregation, such as determining the most appropriate desegregation technique and dealing with the problems incident to increased busing, have proven to be far less formidable than previously believed. Many school officials, in their concern to facilitate a successful transition to desegregation, have tended to consider the needs and desires of the white community alone, sometimes assuming that minority parents will welcome desegregation on almost any terms. The way in which school officials, civic leaders, and the news media respond to disruptive incidents can serve either to preserve an atmosphere of calm or heighten tension even more. There is a sharp contrast between the reaction of communities to their own experience in desegregation and their expressed feelings concerning desegregation as a general proposition. Finally, the effects of the controversy at the national level concerning busing and school desegregation have been felt in a number of communities visited by Commission staff. (Author/JM)

ED 081 892 UD 013 842

LoGatto, Anthony F., Comp.

The Italians in America, 1492-1972: A Chronology and Fact Book. Ethnic Chronology Series, Number 4.

Pub Date 72

Note—149p.

Available from—Oceana Publications, Inc., 75 Main St., Dobbs Ferry, N.Y. 10522 ($5.00)

Document Not Available from EDRS.

Descriptors—Acculturation, Artists, Cultural Awareness, *Cultural Background, Cultural Factors, Cultural Traits, *Ethnic Groups, Ethnic Origins, Government Employees, *Immigrants, *Italian Americans, Italian Literature, Professional Personnel, Statistics, *United States History

Contents of this chronology and fact book include the following: (i) Editor's foreword; (ii) Chronology; (iii) Twenty-one documents, ranging from "Charter granting Christopher Columbus the Prerogatives and Privileges of his Voyage--April 30, 1492," to "On the Care of Migrants," issued by Pope Paul VI on August 22, 1969; Nine appendices, including: (1) Award Winners; (2) Business, Industry and Organizations; (3) Creative arts--some Italian-American writers, painters, and sculptors; (4) Entertaining Arts--popular and classical, Metropolitan Opera House Singers and Conductors; (5) Italian-Americans in Government--the United States Congress, Federal and State judiciary, Federal departments and agencies; senators, assemblymen and representatives from California, Connecticut, Illinois, Massachusetts, New Jersey, New York, and Pennsylvania; Statistics--Italians who reported under the Alien Address Program During 1970, Immigrants admitted and state of intended permanent residence for year ended 6/30/70; The name "-Columbus" honored geographically; (6) Professions--educators, doctors, lawyers, engineers, architects, scientists and social scientists; Italian-American bishops of the Roman Catholic Church; (7) Italian-Americans In Sports--auto racing, baseball, basketball, bowling, boxing, football and golf; (8) Some representative Italian newspapers and periodicals, by state; and, (9) Materials and audiovisual aids; Bibliography--general reference, popular materials, scholarly materials. (JM)

ED 081 893 UD 013 843

Roeder, Lois M., Ed.

The Effect of Maternal Nutrition on the Development of the Offspring: An International Symposium. Nutrition Reports International, Special Issue.

Spons Agency—Johns Hopkins Univ., Baltimore, Md.; Lord Rank Research Centre, High Wycombe (England).

Pub Date May 73

Note—368p.; Proceedings of an International Symposium held at HTS Management Centre, Lane End, High Wycombe, Bucks., England, November 6-8, 1972

Available from—Geron-X, Inc., Publishers, Box 1108, Los Altos, Calif. 94022 ($8.00)

Journal Cit—Nutrition Reports International; v7 n5 May 1973 (Special Issue)

Document Not Available from EDRS.

Descriptors—Dietetics, Environmental Influences, Hunger, *Individual Development, *Infancy, Infant Mortality, Laboratory Experiments, *Mothers, Neurological Defects, Neurological Organization, *Nutrition, Physical Development, Pregnancy, *Prenatal Influences, Rats

Contents of this symposium include the following papers: "Effect of Maternal Protein Malnutrition on Neonatal Lung Development and Mitochondrial Function," E. J. Hawrylewicz, J. Q. Kissane, W. H. Blair and C. A. Heppner; "Effect of the Level of Nutrition on Rates of Cell Proliferation and of RNA and Protein Syntheses in the Rat," L. M. Roeder; "Protein Deficiency, Reproduction, and Hormonal Factors in Growth," M. R. Turner; "Reproductive Performance of Chronic Mildly Zinc Deficient Rats and the Effect on Behavior of Their Offspring," D. F. Caldwell, D. Oberleas, and A. S. Prasad; "Effects of Growth Hormone and Pituitary Extract on Behavioral Abnormalities in Offspring of Undernourished Rats," M. Simonson, et. al.; "-Neonatal Infection, Maternal Malnutrition and Fetal Brain Metabolism," C. J. Lee; "Effect on Rat Offspring of a Maternal Diet Deficient in Calories but not in Protein," A. A. Rider and M. Simonson; "Prenatal Nutritional Factors Affecting Brain Development," S. Zamenhof, et. al.; "Adaptations in the Metabolism of Protein during Pregnancy and Their Nutritional Implications," D. J. Naismith; "The Developing Brain . . .," J. Dobbing; "Pre- and Postnatal Malnutrition and Responses to Infection," P. M. Newberne and B. M. Gebhardt; "Persistent Effects of Maternal Protein Deficiency in Postnatal Rats," F. J. Zeman et. al.; "Perinatal Undernutrition and the Metabolic and and Behavioral Development of the Offspring," A. M. Hsueh et. al.; and others. (JM)

ED 081 894 UD 013 844

Bruno, James E., Ed.

Emerging Issues in Education: Policy Implications for the Schools.

Spons Agency—Carnegie Corp. of New York, N.Y.; Rand Corp., Santa Monica, Calif.

Pub Date 72

Note—318p.

Available from—D.C. Heath & Co., 285 Columbus Ave., Boston, Mass. 02116 ($15.00)

Document Not Available from EDRS.

Descriptors—Civil Rights, Community Control, Curriculum Development, Educational Accountability, *Educational Change, *Educational Finance, *Educational Opportunities,

*Educational Policy, Educational Technology, Intelligence, *Policy Formation, Social Change, Student Teacher Relationship, Urban Schools

Contents of this volume, one product of a collaboration between the Carnegie Corporation and Rand initiated in July 1969, include the following papers: "Emerging Issues in Education . . .," J. E. Bruno; "Societal Foundations for Change: Educational Alternatives for the Future," W. Harman: "Constitutional Aspects of Equality of Educational Opportunity," H. Horowitz; "Heritability and Teachability," A. R. Jensen; "Community Influence Upon School District Policy: Building Responsiveness in Urban School Districts," J. D. Schribner; "Teacher Militancy: An Analysis of the Strike-Prone Teacher," H. Zeigler; "School Finance Policy for the Next Decade," E. L. Lindman; "Early Education and Child Care," R. R. Rowe; "An Analysis of Curriculum Policy-Making," M. W. Kirst and D. F. Walker; "Teacher Characteristics and Their Influence on Pupil Performance," A. M. Mood; "Technology and Learning: An Analysis of Current Issues," C. R. Carpenter; "Issues and Insights into Accountability in Education: An Introductory Overview," G. R. Hall and J. P. Stucker; and, "The Emerging Intersection of Economics and Psychology in Educational Research," H. M. Levin and R. E. Snow. (JM)

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SO — Social Studies/ Social Science Education
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NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January 1972 through December 1973 issues of *Research in Education (RIE):*

ADMISSIONS COUNSELORS 380

ADOLESCENT LITERATURE 260
SN Any reading material written primarily for, or read widely by, youth of secondary school age.

AEROSPACE EDUCATION 140
UF Aerospace Science Education

AESTHETIC EDUCATION 140
UF Aesthetic Development

AIR INFLATED STRUCTURES 210
SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

AIR SUPPORTED STRUCTURES 210
SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pretension the membrane (single or reinforced) that serves as the enclosure.

Alternative Futures
USE FUTURES (OF SOCIETY)

ALTERNATIVE SCHOOLS 470
SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040
SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450
SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

ANEMIA 250
UF Iron Deficiency Anemia
Sickle Cell Anemia

ARTIFICIAL LANGUAGES 300
SN Languages created for international communication, e.g., Esperanto and Interlingua.
UF Constructed Languages

ASIAN STUDIES 450
SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldive Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

BODY LANGUAGE 080

Career Development
USE VOCATIONAL DEVELOPMENT

CASTE 490
SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHEMICAL NOMENCLATURE 400

COMPENSATION (CONCEPT) 310
SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420
SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190
SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

CONSTRUCTION MANAGEMENT 020

CUBANS 380

CUTTING SCORES 190
SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.
UF Critical Scores

DECODING (READING) 440
SN Assimilation of meaning from written language by trial and error process of grapho-phonic, semantic, and syntactic analyses.

DESENSITIZATION 420
SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

DIMENSIONAL PREFERENCE 060
SN Cue response to color, form, or size

Diplomacy
USE FOREIGN RELATIONS

DIPLOMATIC HISTORY 260
SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

Diplomatic Policy
USE FOREIGN POLICY

DISARMAMENT 480
UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060
UF Dissensus

DRUG EDUCATION 140
SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

EDITING 080
SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.
UF Copyediting

EDITORIALS 050

EDUCATIONAL ANTHROPOLOGY 480
SN Application of anthropological concepts and methods to the study of educational institutions and processes.

ETHNOCENTRISM 040
SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

EXTERNAL DEGREE PROGRAMS 140
UF Extended University
Open University
University Without Walls

FAST TRACK SCHEDULING 020
SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

FOUND SPACES 210
SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220

Future Studies
USE FUTURES (OF SOCIETY)

FUTURES (OF SOCIETY) 480
UF Alternative Futures
Future Studies
Futurism
Futuristics
Futurology

Futurism
USE FUTURES (OF SOCIETY)

Futuristics
USE FUTURES (OF SOCIETY)

Futurology
USE FUTURES (OF SOCIETY)

HUMANIZATION 490
SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.
UF Dehumanization

HYBRID AIR STRUCTURES 210
SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

IDEOGRAPHY 290
SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

Intergovernmental Organizations
USE INTERNATIONAL ORGANIZATIONS

Internation Behavior
USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060
UF War Crimes

INTERNATIONAL LAW 230
UF International Legal Analysis
International Torts
Law of Nations

International Policy
USE FOREIGN POLICY

International Politics
USE FOREIGN RELATIONS

Iron Deficiency Anemia
USE ANEMIA

ITEM BANKS 520
SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.
UF Item Pools

Labor Demand
USE MANPOWER NEEDS

LAND ACQUISITION 020

LAYOUT (PUBLICATIONS) 030
UF Format (Publications)

LEAD POISONING 250

LIFE STYLE 060
SN Manner of living chosen as a personal response to the social and cultural milieu.

Lifelong Integrated Learning
USE CONTINUOUS LEARNING

LOCUS OF CONTROL 420
SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.
UF Internal External Locus of Control.

LUNAR RESEARCH 450
SN Scientific activities designed to provide information about the origin, structure and properties of the moon.
UF Lunar Exploration

MATRICES 340

MECHANICS (PHYSICS) 400
SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.
UF Classical Mechanics

MERIT PAY 220

MEXICANS 380
SN Citizens of Mexico

MIDDLE EASTERN STUDIES 450
SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

Military Policy
USE FOREIGN POLICY

MOLECULAR STRUCTURE 220

MONOLINGUALISM 290

MORAL DEVELOPMENT 130
SN Developmental processes in the formation of moral reasoning and judgments.

MULTIDIMENSIONAL SCALING 190
SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

NEUROLINGUISTICS 290
SN A branch of linguistic science relating language behavior to the neurological sciences.

NONFORMAL EDUCATION 140
SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

NONPUBLIC SCHOOL AID 220

NONRESERVATION AMERICAN INDIANS 380
SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.
UF Off Reservation American Indians

OBSERVATIONAL LEARNING 310
SN Behavioral effect on the learner resulting from the observation of a model.
UF Imitative Learning

OPEN EDUCATION 140
UF Open Schools

ORGANIZATIONAL DEVELOPMENT 020
SN The application of behavorial technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

PARANOID BEHAVIOR 420
SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

PARENTHOOD EDUCATION 140
SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

PAROCHIAL SCHOOL AID 220

PEACE 480
UF International Peace
World Peace

PEER COUNSELING 090
SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

PHONEME GRAPHEME CORRESPONDENCE 290
SN Relationship between speech sound (phoneme) and written symbol (grapheme).
UF Grapheme Phoneme Correspondence

PHYSICIANS ASSISTANTS 380
SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

PLANNING (FACILITIES) 020
UF Facilities Planning

PNEUMATIC FORMS 210
SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

POLISH AMERICANS 380

POPULATION EDUCATION 140
SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

PREGNANT STUDENTS 380

Program Implementation
USE PROGRAM DEVELOPMENT

PROPERTY TAXES 230
UF Ad Valorem Tax

PUBLIC SERVICE OCCUPATIONS 350
SN Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.

PUNISHMENT 310

PUPPETRY 030
UF Puppets
Puppet Shows

RELOCATABLE FACILITIES 210
UF Nonpermanent Facilities

REVENUE SHARING 220
SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—includes functional grants for education and other major purposes (special) as well as unrestricted grants (general).

REVOLUTION 480
SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

ROLE MODELS 420
SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

SEMANTIC DIFFERENTIAL 190
SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

SEX DISCRIMINATION 480
UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SI Units
USE METRIC SYSTEM

Sickle Cell Anemia
USE ANEMIA

SOCIAL STRATIFICATION 490

SPACE SCIENCES 400

STATE OF THE ART REVIEWS 320

STUDENT RESPONSIBILITY 040

TEACHER CENTERS 210
SN Interinstitutional centers (school/college/community) offering teacher-oriented professional development programs, at preservice/inservice levels, of educational demonstrations, experimental, and other participatory learning activities.
UF University Training Centers

TEACHER DISCIPLINE 020
SN Discipline of, not by, teachers.

TEACHER DISMISSAL 020

TIMEOUT 420
SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

TREATIES 230
SN Negotiated agreements between two or more political authorities.

UPPER DIVISION COLLEGES 470
SN Colleges offering junior, senior, and graduate level courses.

Valence (Lanugage)
USE SYNTAX

VISUAL AIDS 050
UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010
SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

VOCATIONAL MATURITY 130
SN Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

WAR 480
UF Civil War
Conventional Warfare
Guerilla Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410
SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WASTES 460
SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.
UF Litter
Refuse

WOMENS STUDIES 110
SN An academic discipline that incorporates courses about women either separately or as a field of study.
UF Female Studies

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